



# Mathematics

By a group of supervisors

PARENTS' GUIDE



معك

Ma3ak App

Interactive Application  
For Distance Learning



Part 2

DISCOVER

**1<sup>ST</sup>**  
Primary  
2021  
FIRST TERM



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# CHAPTER

# 1



**Lessons 1-2 :** Count up to 3 - Comparing by size, shape and color

**Lessons 3-6 :** Count up to 5 - Graph

**Lessons 7-8 :** Writing numbers from 0 to 3 - The number line

**Lessons 9-10 :** Writing numbers 4 & 5



Lessons

1-2

- Count up to 3
- Comparing by size, shape and color



#### Outcomes

Students will :

- Count 3 objects.
- Compare 3 objects by size, shape and color.

#### Key vocabulary

- |            |             |               |           |
|------------|-------------|---------------|-----------|
| - Calendar | - Month     | - Day         | - Compare |
| - Same     | - Different | - Five frames |           |





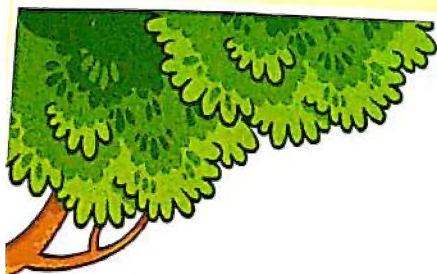
Circle 1



Circle 1



Circle 1



What the student has learned at school :

The student recognized the number 1 and read it loudly.

#### Activities at home :

Have fun finding things to count at your home.

Calendar (Daily routine) :

Go over the calendar with your child every day to help him / her learn days and months.







Circle 1 cow , 1 cat , 1 dog and 1 rabbit.





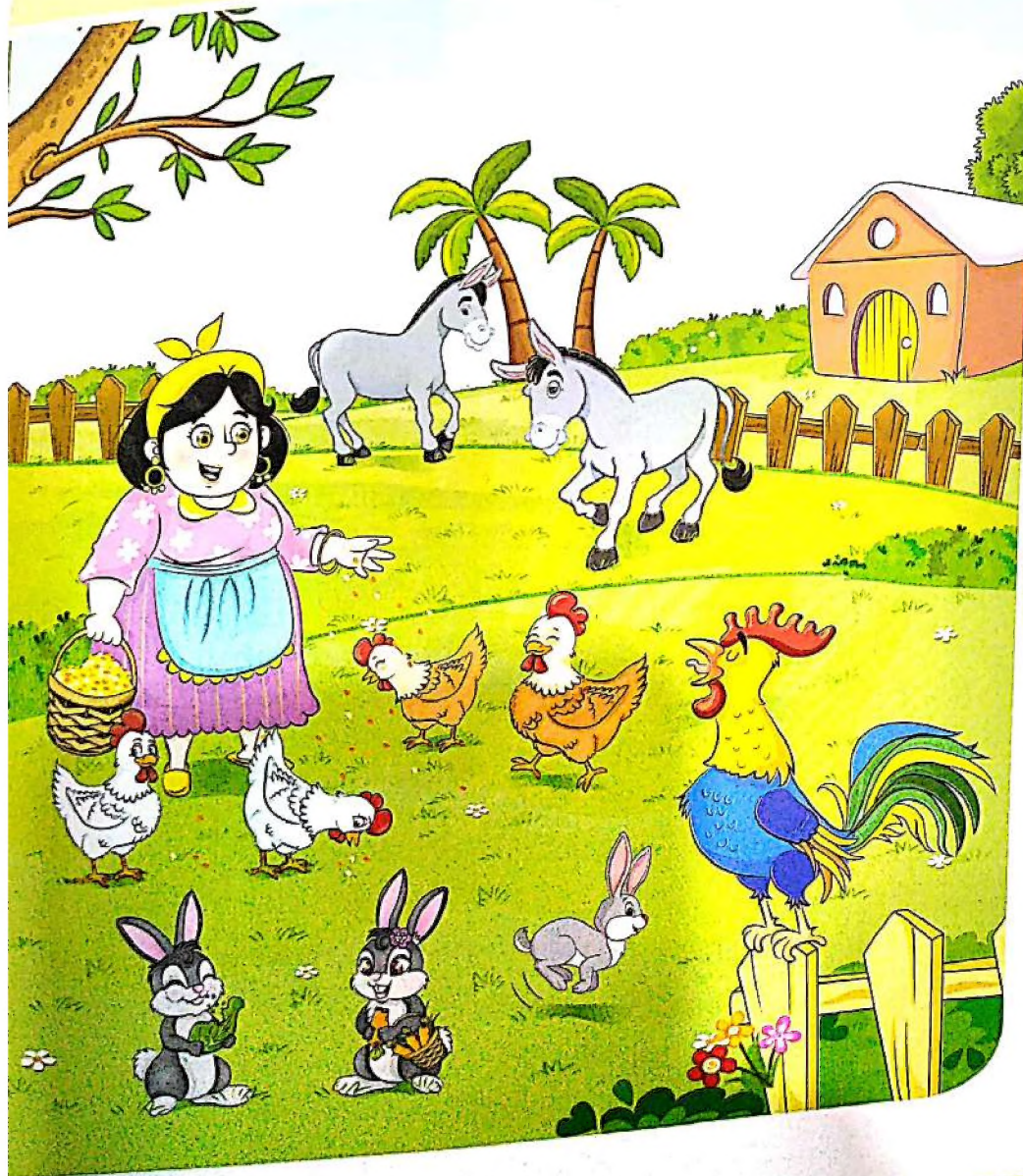


What the student has learned at school :

The student recognized the number 2 and read it loudly.

### Activities at home :

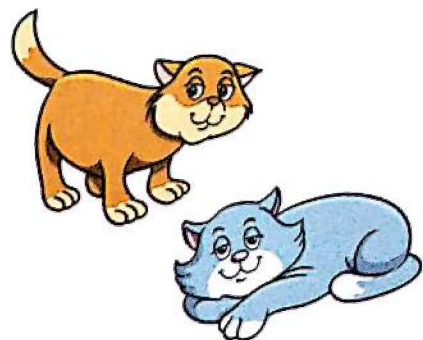
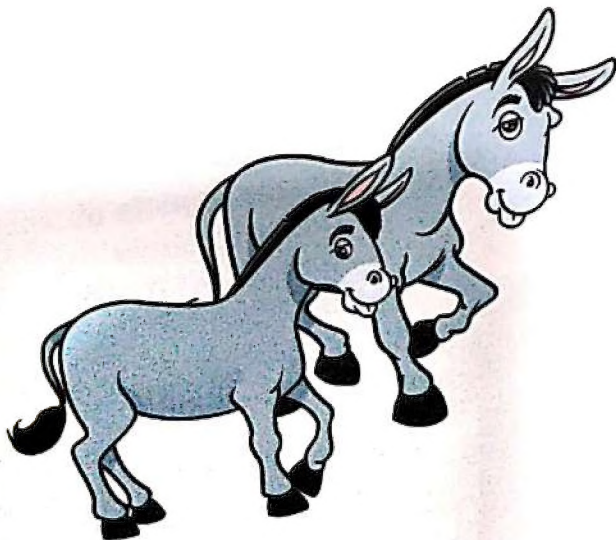
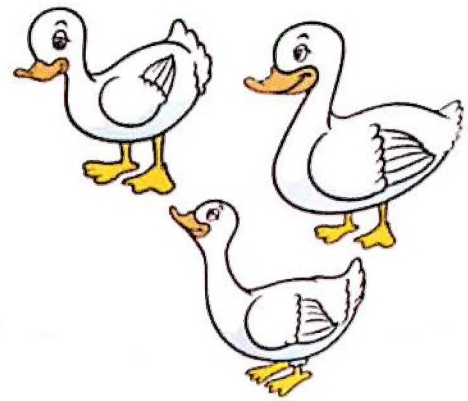
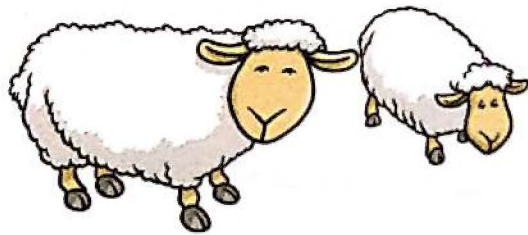
Help your child to identify the number of objects in similar groups.



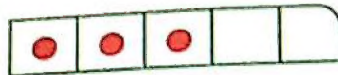





Circle each group of 2.








Circle 3 

Circle 3 

Circle 3 

### Notes for parents

What the student has learned at school :

The student recognized the number 3 and was asked to use his / her fingers to count up to 3.

### Activities at home :

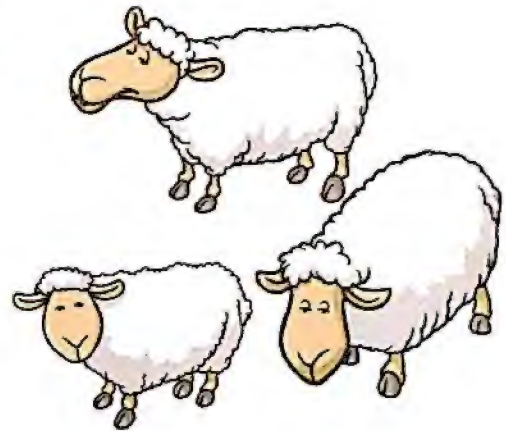
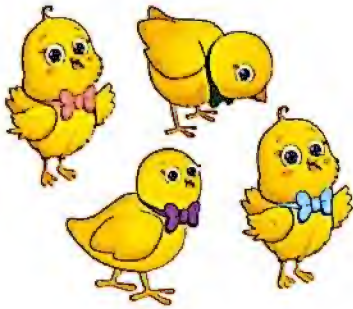
Ask your child to use objects at home to show a group of three, and another group of two.







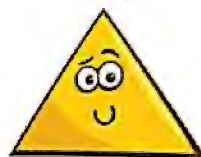
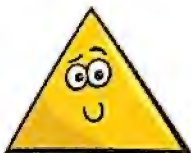
Circle each group of 3.







In each row, circle the picture that is different.



What the student has learned at school :

The student compared 3 things by size, shape and color.

#### Activities at home :

Use objects of different shapes, sizes and colors and ask your child to show an object that is small and red and another object that is round and blue.





Join according to the raised fingers.



•	•			
---	---	--	--	--



•				
---	--	--	--	--



•	•	•		
---	---	---	--	--



Draw dots according to the number of oranges.



--	--	--	--	--



--	--	--	--	--



--	--	--	--	--



What the student has learned at school :

The student counted three things and used his fingers to indicate everything.

#### Activities at home :

Put five pencils on the table and ask your child to give you three of these pencils. Then ask him / her : How many pencils are left ?



Lesson

1

- Count up to 3
- Comparing by size

Place  
a sticker

Color 2 hearts.



Color 3 stars.



Circle the smallest car.



Circle the biggest animal.





## Lesson

# 2

- Count up to 3
- Comparing by shape and color



Color 1 heart and 3 stars.



Circle the animal that is different.



Circle the fish that has a different color.



**Notes for parents :** Ask your child to find things in his / her room which have the same color and other things that have the same shape, and find items of clothing which have the same size.



# Lessons 3-6

- Count up to 5
- Graph



## Outcomes

Students will :

- Count 4 objects.
- Compare 5 objects by size, shape and color.
- Compare quantities.
- Count 5 objects.
- Answer questions about data.

## Key vocabulary

- Calendar
- Month
- Day
- Compare
- Data
- Graph
- Same
- Different



# 4



Circle 4



Circle 4



Circle 4



**Notes for  
parents**

What the student has  
learned at school :

The student recognized  
the number 4 and was  
asked to draw a figure  
that expresses the  
number 4.

**Activities at home :**

Look for various situations  
to help your child practice  
counting, for example :  
ask your child to name 4  
of his / her friends.

**Calendar  
(Daily routine) :**

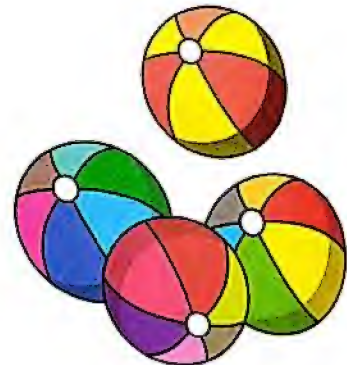
Say the names of the  
days and months, and ask  
your child to repeat them.







Circle each group of 4.







# 5



Circle 5 

Circle 5 

Circle 5 

## Notes for parents

What the student has learned at school :

The student recognized the number 5 and was asked to draw or circle a figure that expresses the number 5.

## Activities at home :

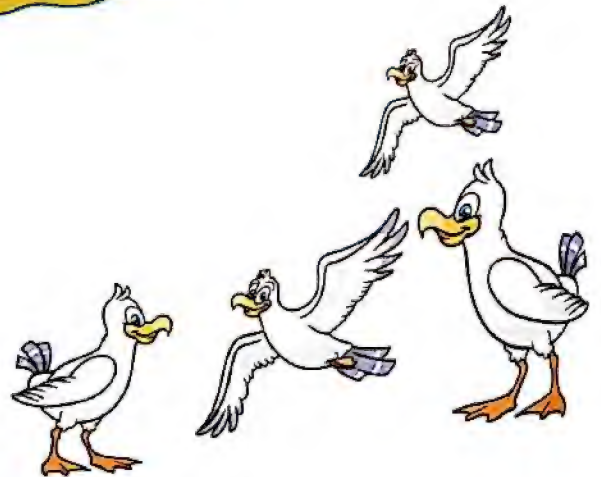
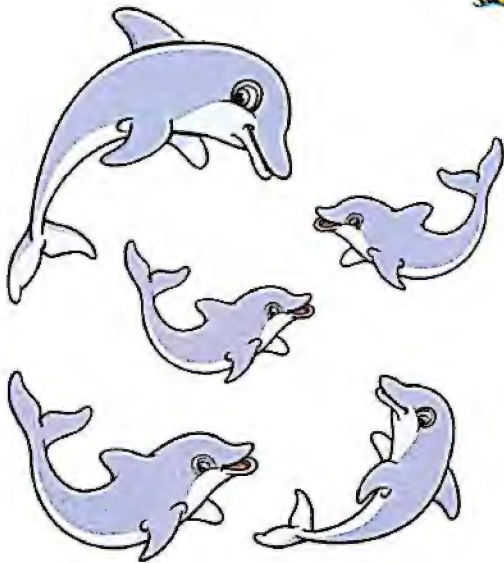
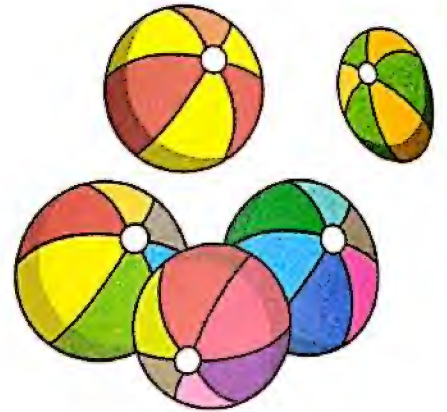
Encourage your child to use his / her hand to count up to 5.







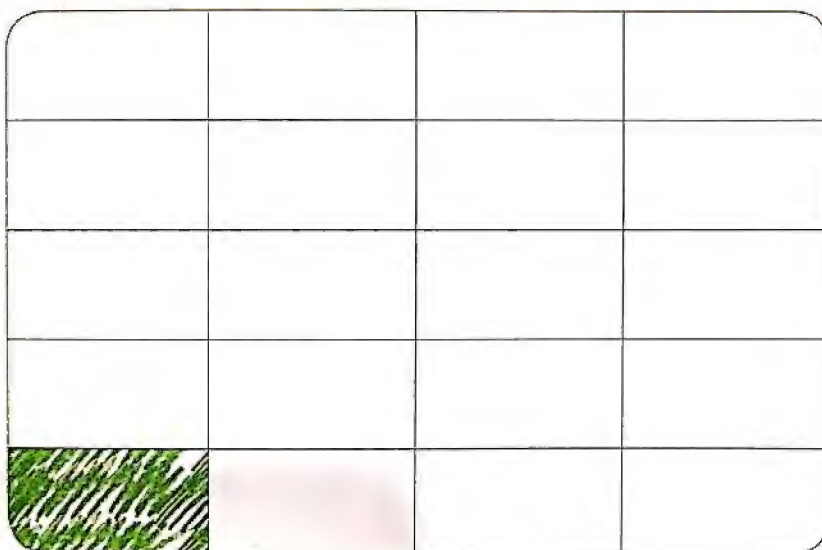
Circle each 5.







**Color to show how many of each item.**



**Circle which item there is the most of.**



What the student has learned at school :

The student knew that a graph is a way to show data and that graphs are helpful when we want to compare pieces of information.

### Activities at home :

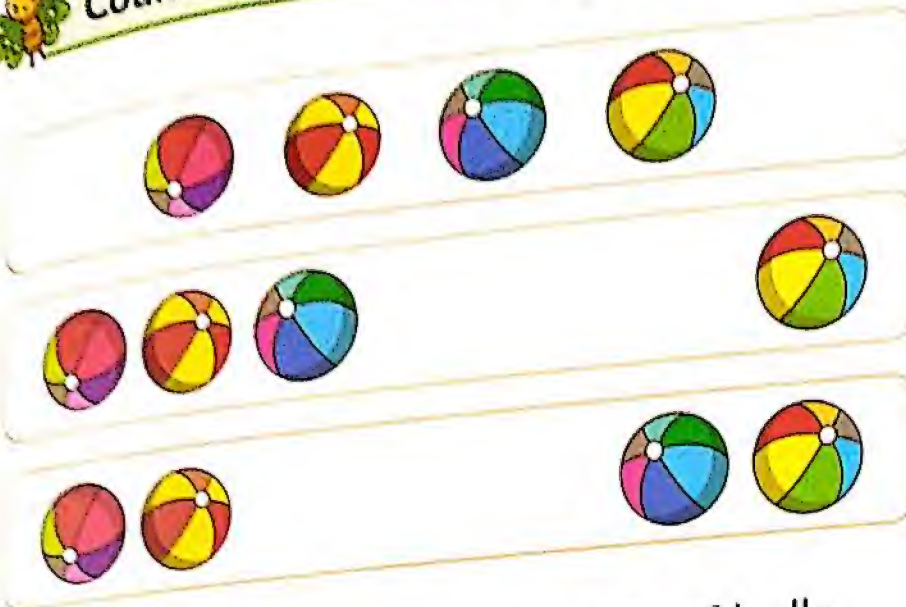
- Help your child to use graphs to classify objects at home and compare between their numbers.
- Scan the QR code and enjoy playing with your child.







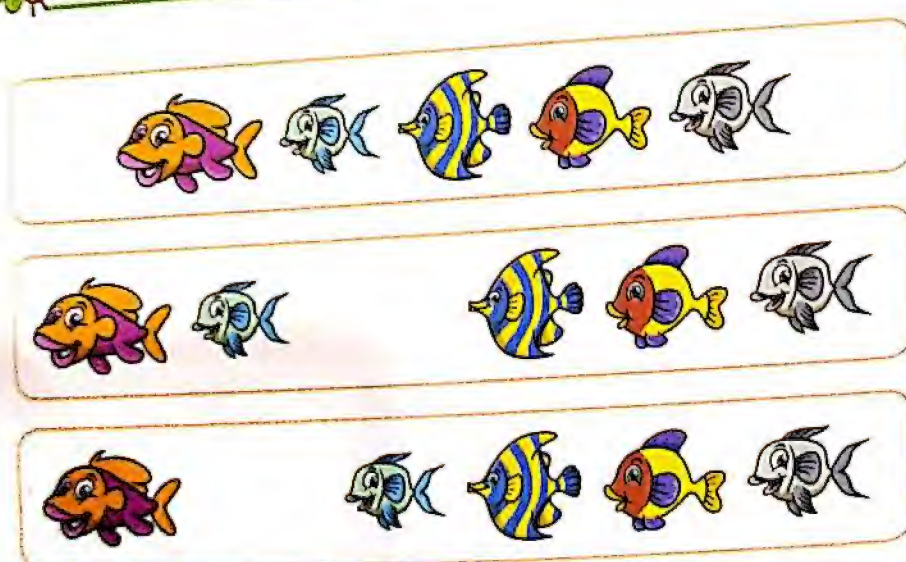
Count the balls in each row.



Do you get the same number of balls in each row ?  Yes  or  No



Count the fish in each row.



Do you get the same number of fish in each row ?  Yes  or  No

Notes for parents

What the student has learned at school :

The student discovered that when he / she arranged the objects in different groups, the number did not change.

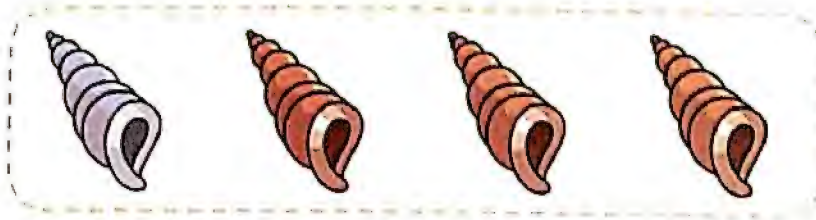
Activities at home :

Ask your child to collect 4 things at home and arrange them in different groups, and then ask him / her to count them each time.

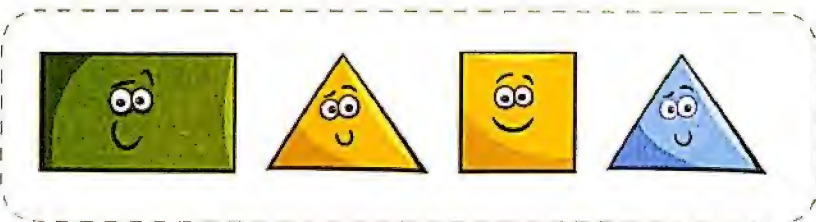




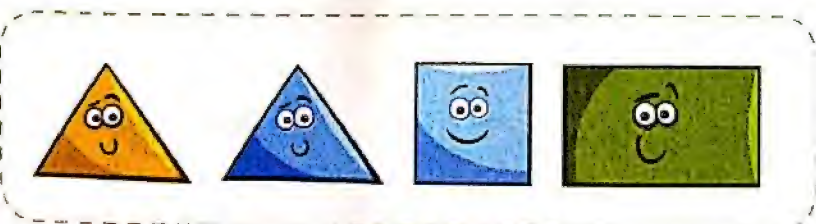
In each row, circle the picture that is different.



Circle the figures having the same color.



Circle the figures having the same shape.



What the student has learned at school :

The student compared 4 things and 5 things by size, shape and color.

Activities at home :

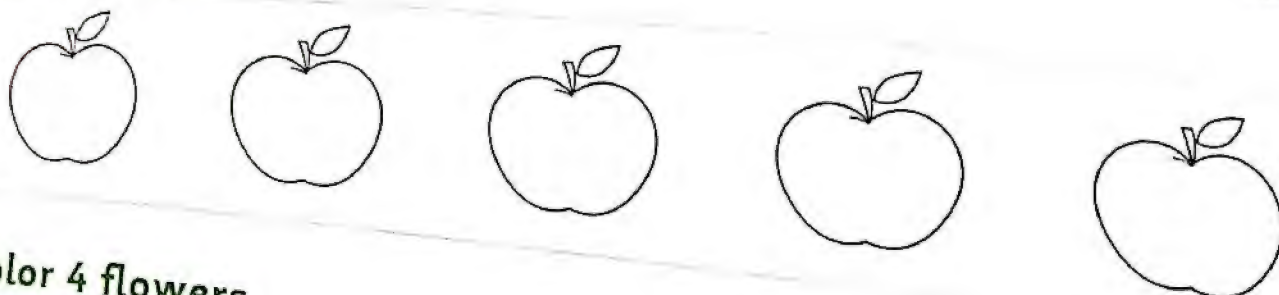
Ask your child to find 5 things at home that are different in size, shape or color.



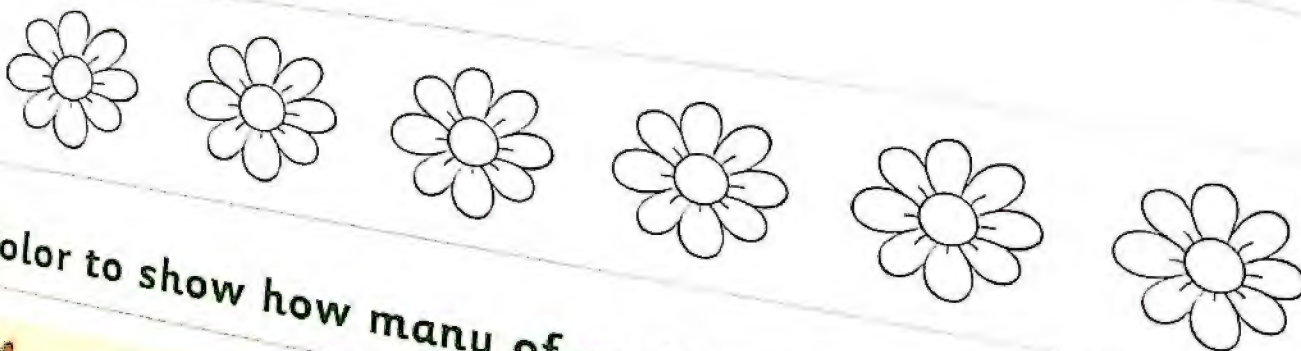
- Count up to 4
- Graph

Place  
a sticker

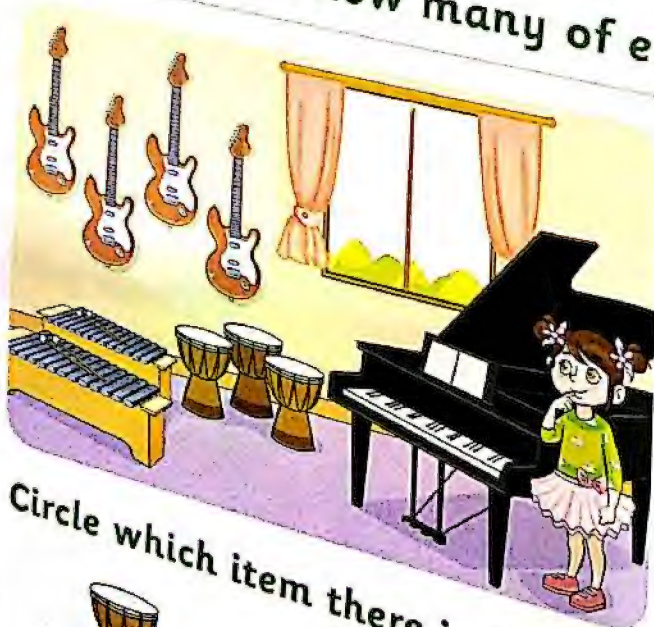
Color 4 apples.



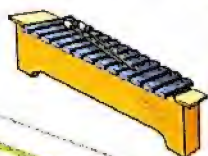
Color 4 flowers.



Color to show how many of each item.




Circle which item there is the least of.





Circle the animals which have 4 legs.



Circle the animals which have 2 legs.



Circle the means of transport which have 4 wheels.



Circle the chairs which have 4 legs.



Notes for parents : Ask your child to draw an animal that has 4 legs.



Place  
a sticker

Circle 5 apples.



Circle 5 bananas and 3 guavas.

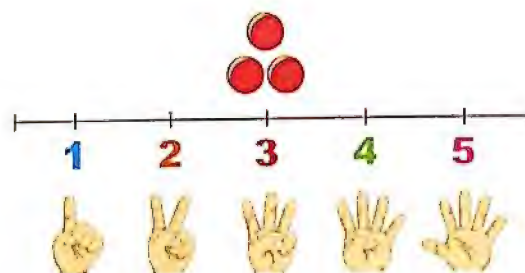
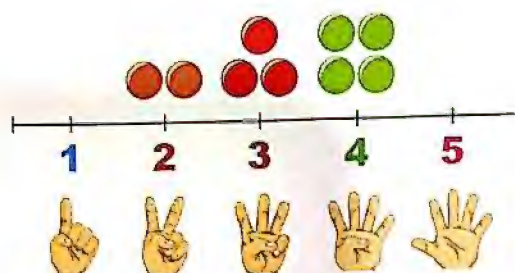
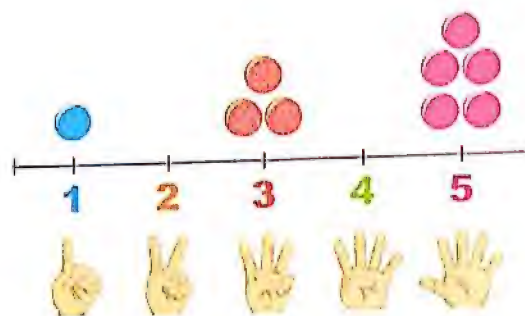
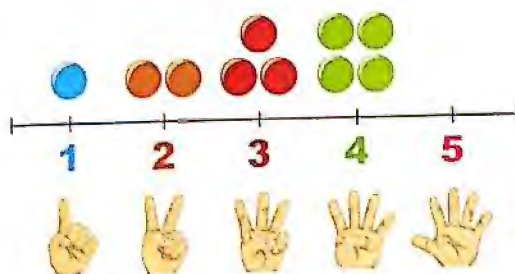
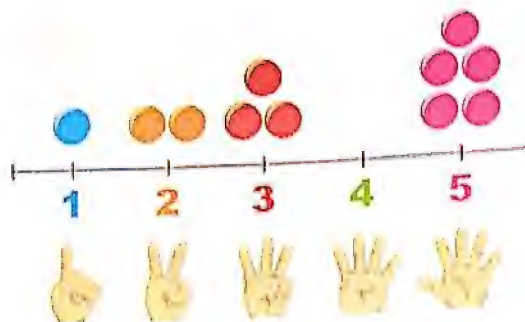
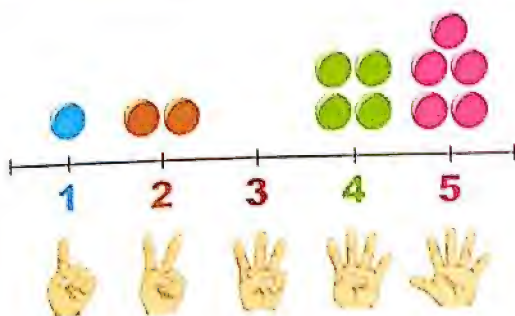


Circle 4 mangoes and 5 strawberries.





Draw the missing dots according to its number on each number line.



Notes for parents : Ask your child to count in order from 1 to 5.





### Outcomes

Students will :

- Write numbers from 0 to 3.
- Show quantities up to 3 in pictures.
- Arrange numbers from 0 to 3 on the number line.

### Key vocabulary

- |               |        |        |
|---------------|--------|--------|
| - Month       | - Day  | - Zero |
| - Number line | - More | - Less |

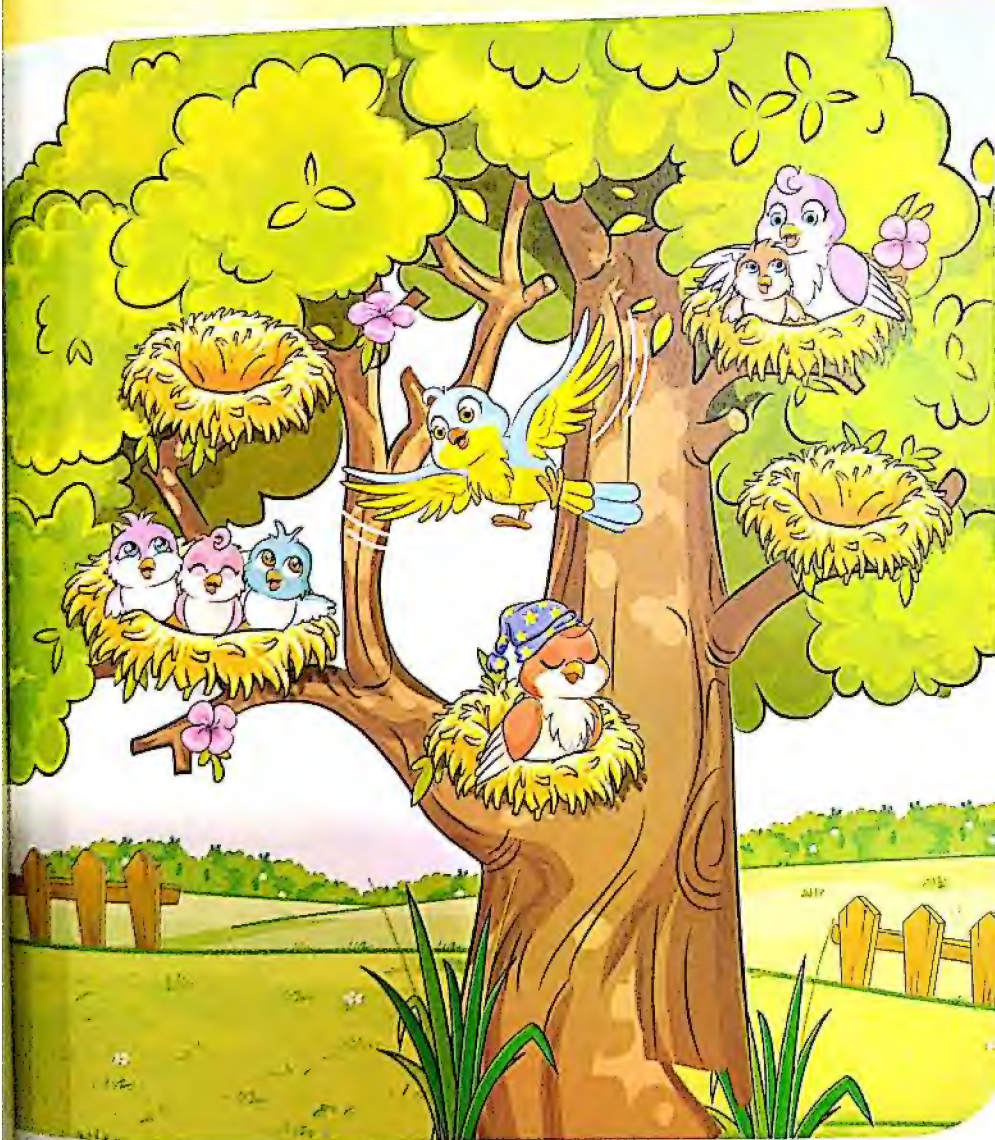


# 0

To have **0** of something means to have nothing of it



Circle the nest that have 0 birds inside.



### Notes for parents

What the student has learned at school :

The student recognized the concept of 0.

### Activities at home :

Ask your child to show you a hand with some fingers showing and a hand with zero fingers showing.

Calendar (Daily Routine) :

Tell your child today's date and invite him / her to locate it on the calendar.





Writing number

0

0 elephants.

Notes for  
parents

What the student has  
learned at school :

The student wrote  
the number 0.

Activities at home :

- Ask your child to write the number 0 in the air.
- Ask your child to trace and write the number 0. Check that your child can hold his / her pencil correctly.



Trace and write the number 0.





## Writing number

1 mouse.

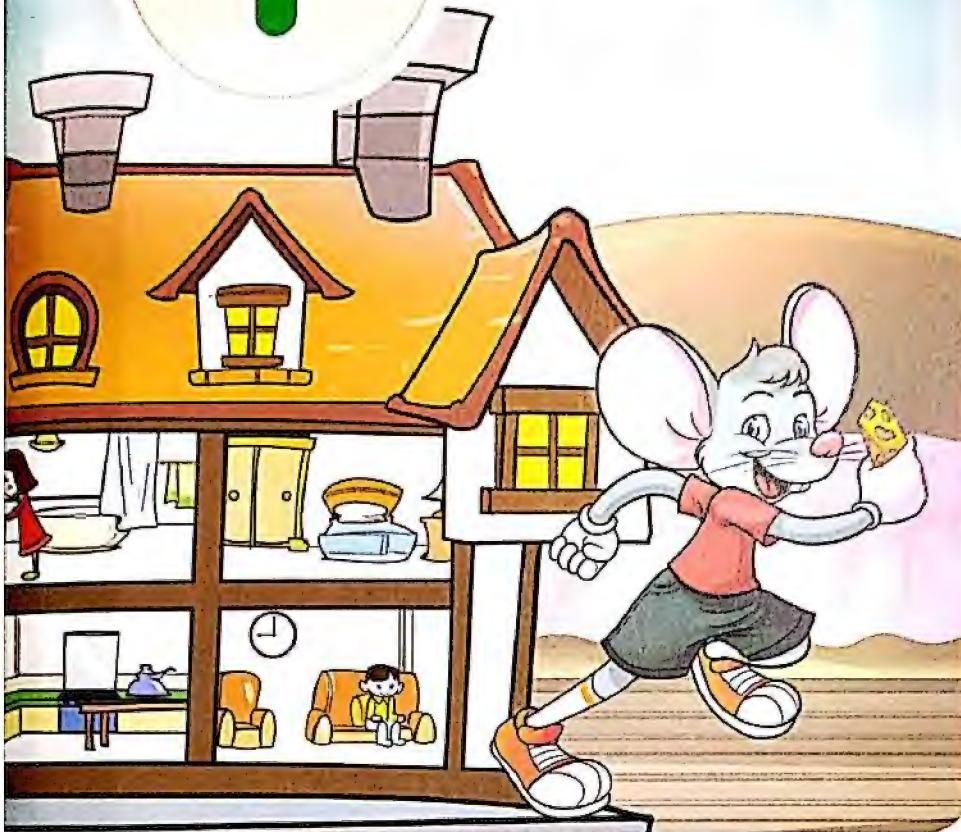
### Notes for parents

What the student has learned at school :

The student wrote the number 1.

### Activities at home :

- Ask your child to trace and write the number 1.
- Your child can use glue to draw 1s on paper and then sprinkle with seeds, rice or macaroni to make raised numbers.



Trace and write the number 1.

Tracing guide for the number 1. The first row shows a red vertical bar, a dashed vertical bar, and a vertical line with a red dot at the top and an arrow pointing down. Below this are several rows of horizontal lines (top, middle dashed, and bottom) for practice writing the number 1.

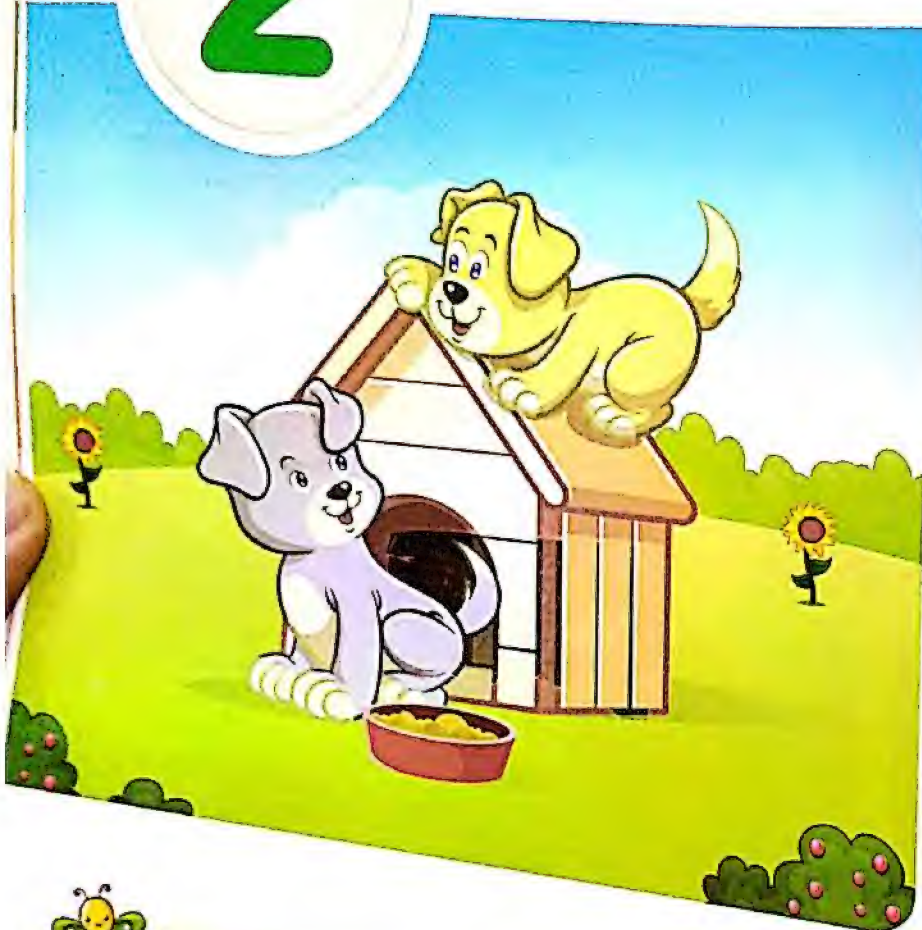




Writing number

2

2 dogs.



Notes for  
parents

What the student has  
learned at school :

The student wrote  
the number 2.

Activities at home :

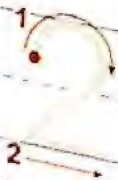
- Fill a container as  
shoe box with sand  
and help your child  
to use his / her  
finger to write the  
number 2 in the  
sand.
- Ask your child to  
trace and write the  
number 2.



Trace and write the number 2.

2

2





Writing number

3

3 frogs.

Notes for  
parents

What the student has  
learned at school :

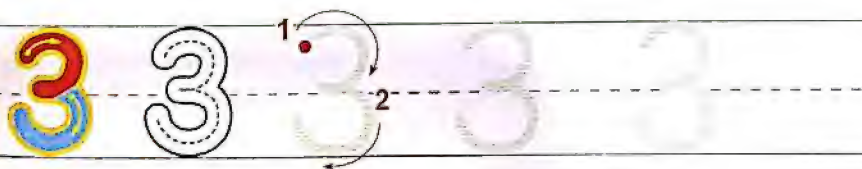
The student wrote  
the number 3.

Activities at home :


- Place a sheet of paper on the floor. Let your child dip a finger into a jar of paint and write 3 on the paper.
- Ask your child to trace and write the number 3.

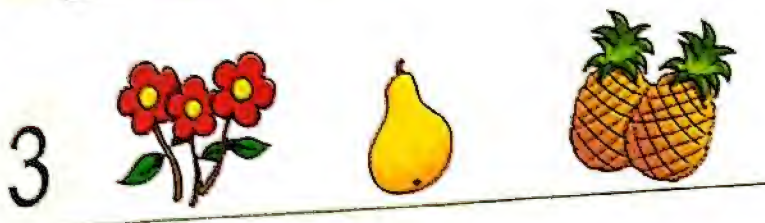


Trace and write the number 3.






 Circle the group according to the number.



**Notes for  
parents**

 Join according to the suitable number.



1



2



3

What the student has  
learned at school:

The student  
recognized reading  
and writing numbers  
from 0 to 3.

**Activities at home:**

- Encourage your child to say the name of each number and to recognize the numeral that represent this number.
- Use cards to show the numbers 1, 2 and 3





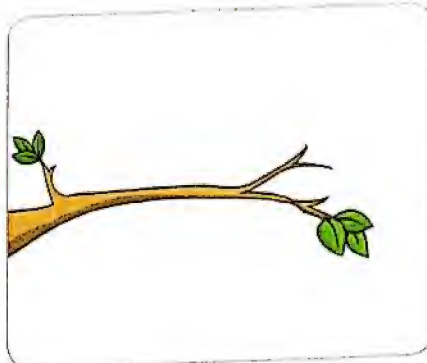
How many birds are there ? Write the numbers.



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



What the student has learned at school :

The student practiced to count and write numbers 0-3.

**Activities at home :**

Help your child to cut out magazine pictures of objects of 1, 2, and 3. Let your child glue the pictures on pieces of paper labeled 1, 2, and 3.







Write the number of raised fingers.



Handwriting practice lines (solid top and bottom, dashed middle) for writing the number 2.

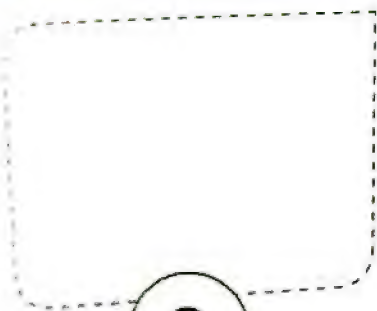
Handwriting practice lines (solid top and bottom, dashed middle) for writing the number 3.

Handwriting practice lines (solid top and bottom, dashed middle) for writing the number 1.

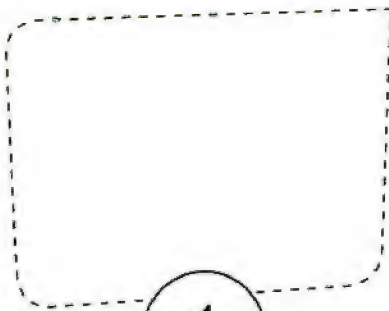
Handwriting practice lines (solid top and bottom, dashed middle) for writing the number 1.



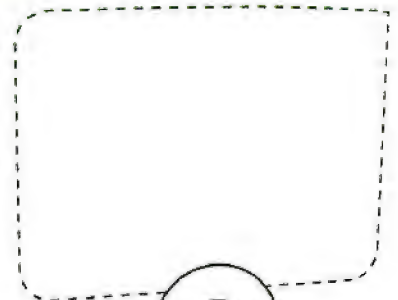
Draw ● according to the number.



2



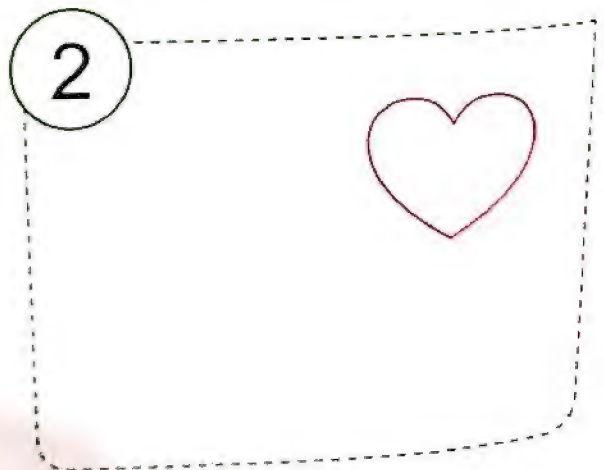
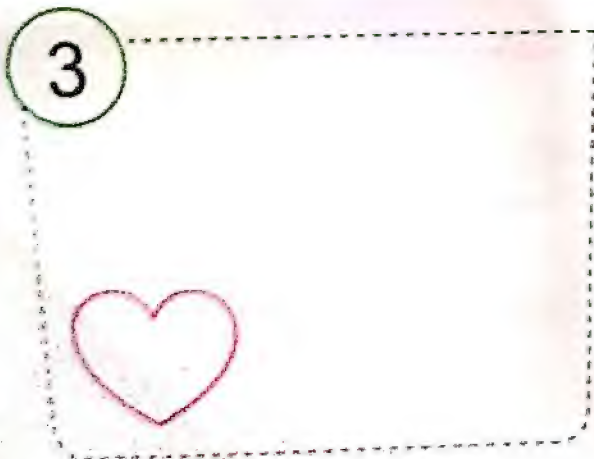
1



3



Draw hearts to get the written number.





The number line is a line of numbers that go in order.

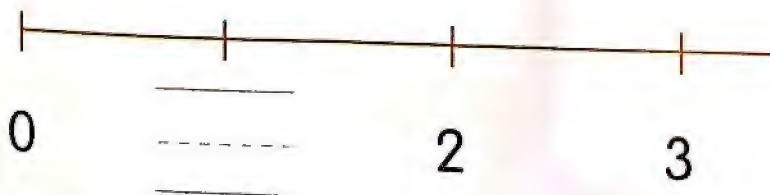
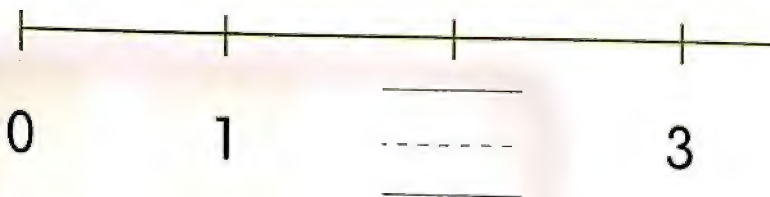
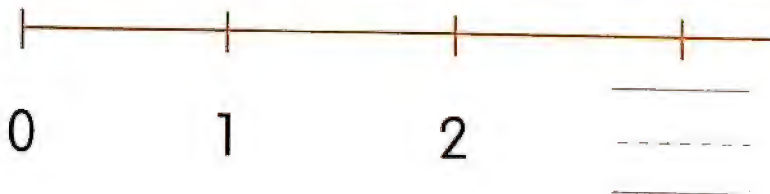


**2** is one more than **1**

**2** is one less than **3**



Write the missing number on the number line.



What the student has learned at school :

The student learned how to count up to 3 using number line.

**Activities at home :**

Draw a number line and ask your child to write the missing number on it.



Write  
outside

Color the 5 frame to show how many animals are there,  
then write the number of each animal.



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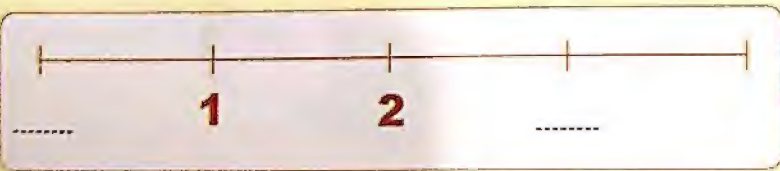
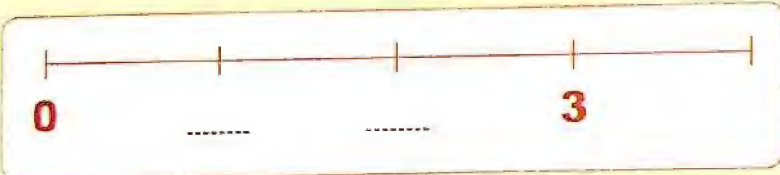
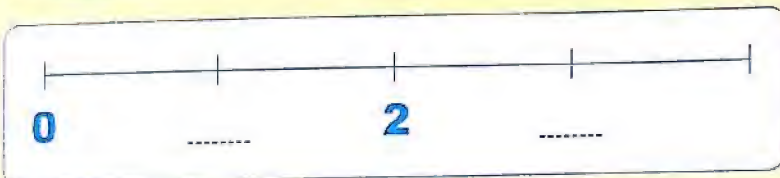
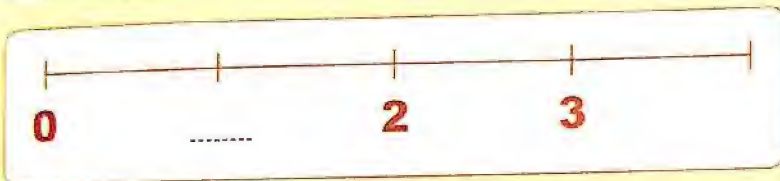
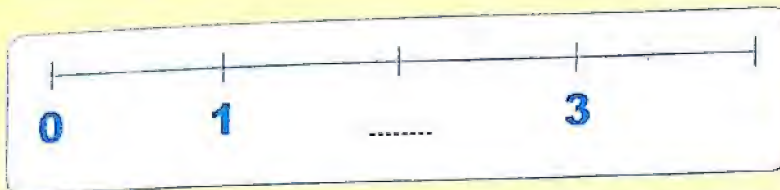


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Counting using  
the number linePlace  
a sticker

Write the missing numbers on each number line.



es for parents : Draw a number line from 0 to 3, and then cover a number and ask your  
d to tell you what number is missing. Repeat this with different numbers.



# Lessons 9-10

## Writing numbers 4 & 5



### Outcomes

Students will :

- Write the numbers 4 & 5.
- Arrange numbers from 0 to 5 on the number line.

### Key vocabulary

- Month
- Day
- Number line



## Writing number

4

4 monkeys.

### Notes for parents

What the student has learned at school :

The student wrote the number 4.

### Activities at home :

- Ask your child to trace and write the number 4.
- Let your child to write 4s in the sand with his / her finger. He / she can drop water from an eye dropper along the 4s to darken the sand numbers.



Trace and write the number 4.





Writing number

5

5 bears.

Notes for  
parents

What the student has  
learned at school :

The student wrote  
the number 5.

Activities at home :

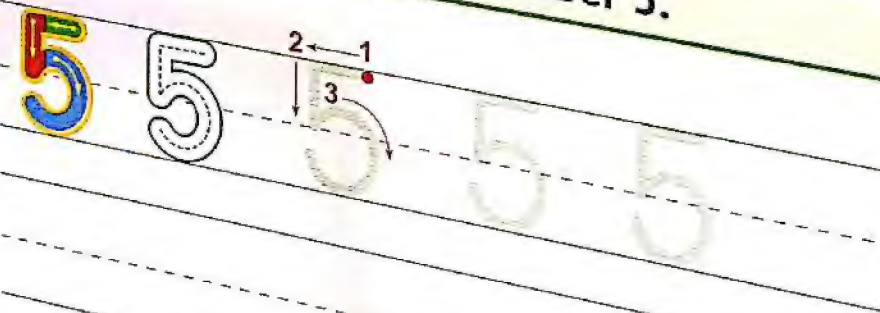
Ask your child to  
write 5s in the air.  
Help your child to  
practice writing 5s  
on paper.

Calendar  
(Daily routine) :

Ask your child to  
color the date of  
his / her birthday  
on the calendar.



Trace and write the number 5.



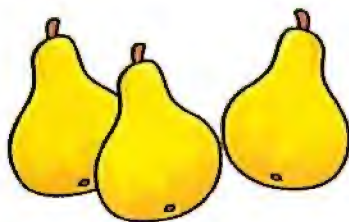




Circle the number that shows how many.



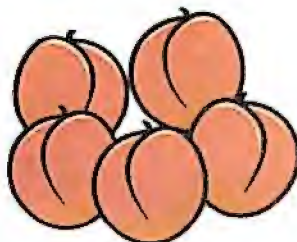
4      5      3



4      5      3



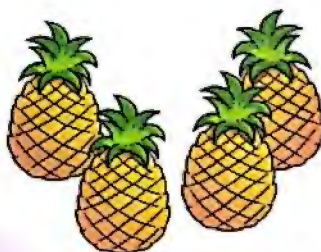
3      4      5



5      3      4



5      3      4



5      3      4



1      3      0



4      5      2

### Notes for parents

What the student has learned at school :

The student identified, made , and counted groups of 4 and 5.

### Activities at home :

Take 5 paper bags labeled with numbers 1-5. Ask your child to look around the room and collect a group of objects that matches the number on the bag.





Join each picture with the sun



4



5



3



2

Notes for  
parents

What the student has  
learned at school :

The student  
recognized reading  
and writing numbers  
from 4 to 5 in digits  
and letters.

Activities at home :

Hold one card in  
front of your child  
labeled with "1", "2",  
"3", "4" or "5" and  
ask your child to  
tell you what is this  
number.







How many ?



### Notes for parents

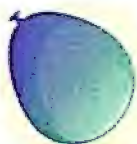
What the student has learned at school :

The student practiced to count and write numbers 4 and 5.

### Activities at home :

Help your child to cut out magazine pictures of objects of 4 and 5. Let your child glue the pictures on pieces of paper labeled 4 and 5.

_____	_____	_____
_____	_____	_____
_____	_____	_____



_____	_____
_____	_____
_____	_____







Write the number of raised fingers



Three horizontal lines for writing the number 4.

Three horizontal lines for writing the number 5.

Three horizontal lines for writing the number 2.

Three horizontal lines for writing the number 3.



Draw ● according to the number.

5

A large dashed rectangular box for drawing 5 dots.

3

A large dashed rectangular box for drawing 3 dots.

4

A large dashed rectangular box for drawing 4 dots.

2

A large dashed rectangular box for drawing 2 dots.



What the student has learned at school:

The student was asked to draw 4 dots to show 4 and 5 dots to show 5.

Activities at home:

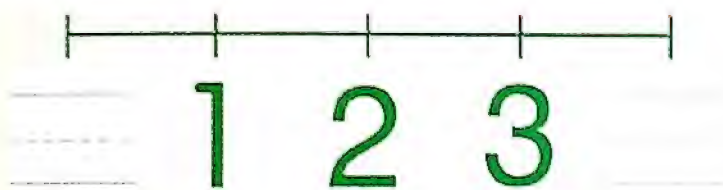
Hold up a card with number 1, 2, 3, 4 or 5 as you direct your child to take many steps to move forward according to the number shown on the card.







Write the missing numbers in each number line.



What the student has learned at school :

The student arranged numbers 0-5 on a number line.

**Activities at home :**

- Draw a number line and ask your child to write the missing numbers on it.
- Make a path across the room floor with string. Place the number cards 0 through 5 in order along the path. Child hop, skip, or jump along the path. As your child reaches each number, he / she says the number aloud and raise his / her fingers according to the number.





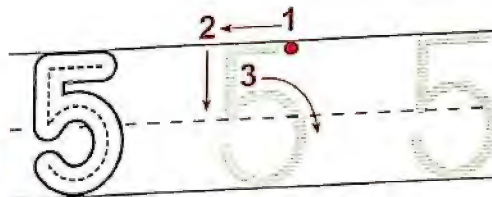
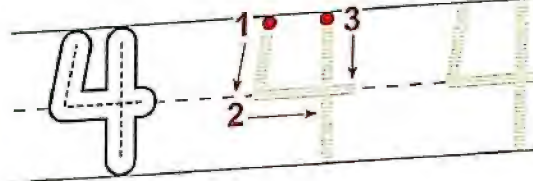
Lesson

9

# Writing the numbers 4 and 5

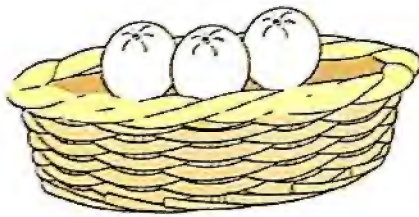
Place  
a sticker

Trace and write the number.

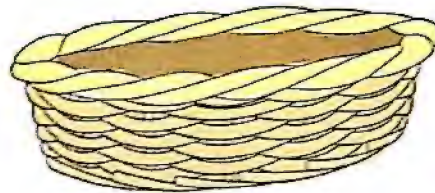




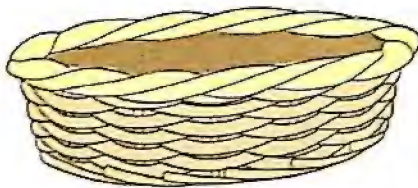
Draw fruits to match the number next to each basket.



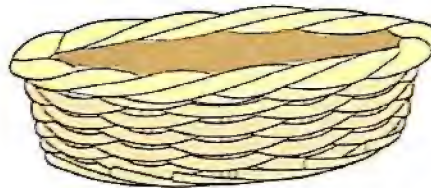
3



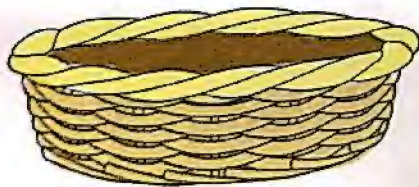
2



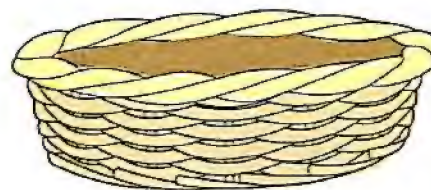
5



1



4



3

Notes for parents : Encourage your child to practise counting numbers 1-5 , and draw pictures to illustrate these numbers.





Use the color codes to color the parrot.

Red	1
Blue	2
Yellow	3
Green	4
Orange	5



# Numbers Puzzle



## Directions :

- Help your child to cut each number card , and then divide each one into 2 pieces as shown.
- Mix up all pieces and ask your child to put each two suitable pieces together to identify a number.



**This chart lists all the outcomes of this chapter.**  
Once your child has learned each outcome, stick a star in the correct box below.

## Outcome

## Star

Counting 3 objects



Comparing 3 objects by size, shape and color



Counting 4 objects



Counting 5 objects



Comparing 5 objects by size, shape and color



Comparing quantities



Answering questions about data



Writing numbers from 0 to 3



Showing quantities up to 3 in pictures



Arranging numbers from 0 to 3 on the number line



Writing the numbers 4 and 5



Arranging numbers from 0 to 5 on the number line



# CHAPTER

# 2



**Lessons 11-12 :** Numbers 6 & 7

**Lessons 13-16 :** Numbers 8 , 9 and 10

**Lessons 17-18 :** 1 more & 1 less - Comes just after / comes just before





### Outcomes

**Students will :**

- Count up to 7.
- Represent quantities using pictures.

- Write the numbers 6 & 7.

### Key vocabulary

- Calendar

- Month

- Day

- Data

Circle the groups of 6.





## Notes for parents

What the student has learned at school :

The student wrote the number 6.

### Activities at home :

- Make a large 6 on the floor with chalk and invite your child to walk along the 6 making sure he / she starts at the right point.
- Ask your child to trace and write the number 6.

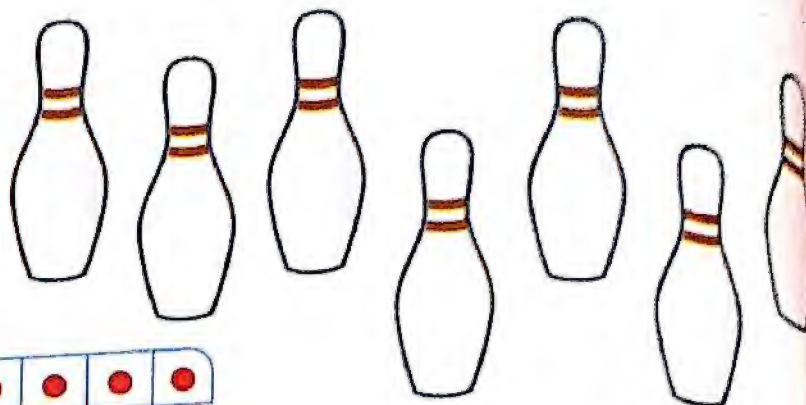
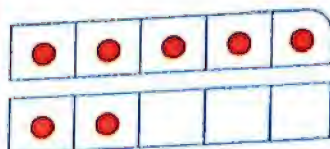


Trace and write the number 6.

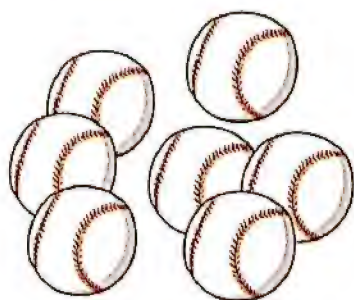




# 7



Circle the groups of 7.



Notes for  
parents

What the student has  
learned at school:

The student  
recognized the  
number 7 and  
held up 7 fingers to  
show the number 7.

Activities at home:

Ask your child to  
find 7 things at  
home different in  
size and find 6  
things that have the  
same color.



# Writing number



7 hippos.

## Notes for parents

What the student has learned at school !

The student wrote the number 7.

## Activities at home :

- Help your child to write the number 7 using clay.
- Ask your child to trace and write the number 7.



Trace and write the number 7.

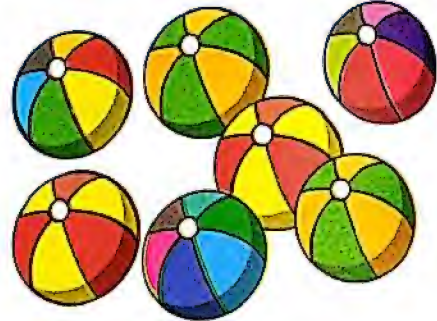




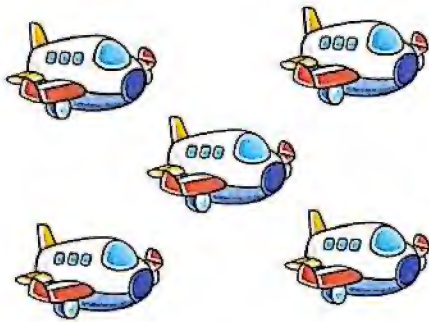
Circle the number that shows how many.



4      3      6



5      6      7



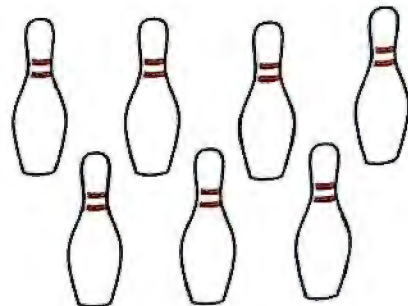
4      5      7



6      7      5



6      5      4



5      7      6





Join each picture with the suitable number.



6



3



4



2



7



5



Write the number of raised fingers.



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



Draw ● according to the number.

6

\_\_\_\_\_

-----

\_\_\_\_\_

5

\_\_\_\_\_

-----

\_\_\_\_\_

3

\_\_\_\_\_

-----

\_\_\_\_\_

7

\_\_\_\_\_

-----

\_\_\_\_\_

Notes for parents

What the student has learned at school :

The student asked to make a group of 6 and make another group of 7.

Activities at home :

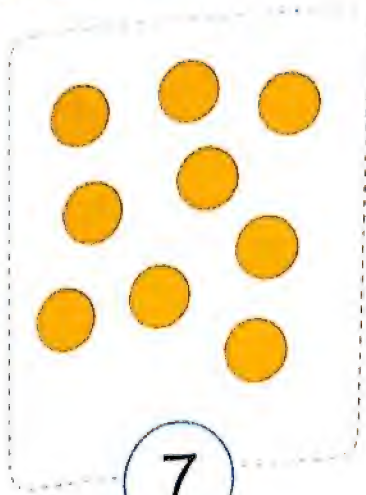
Provide your child with 2 boxes labeled 6 and 7 , then invite him / her to collect things to put in his / her boxes, such as 6 pencils or 7 coins.



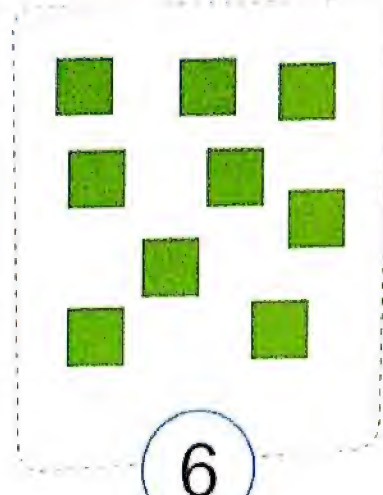




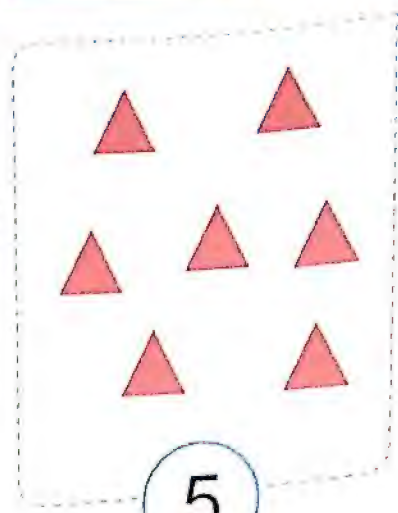
Cancel to get the written number.



7



6

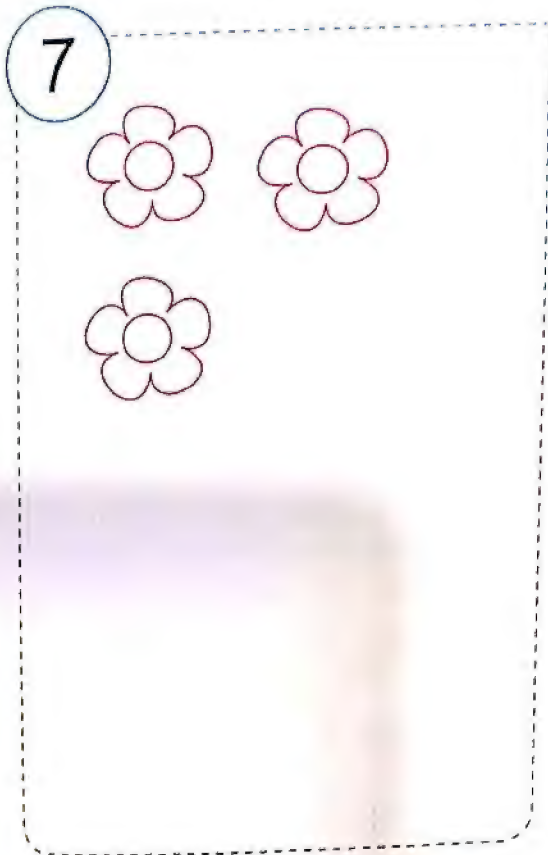


5

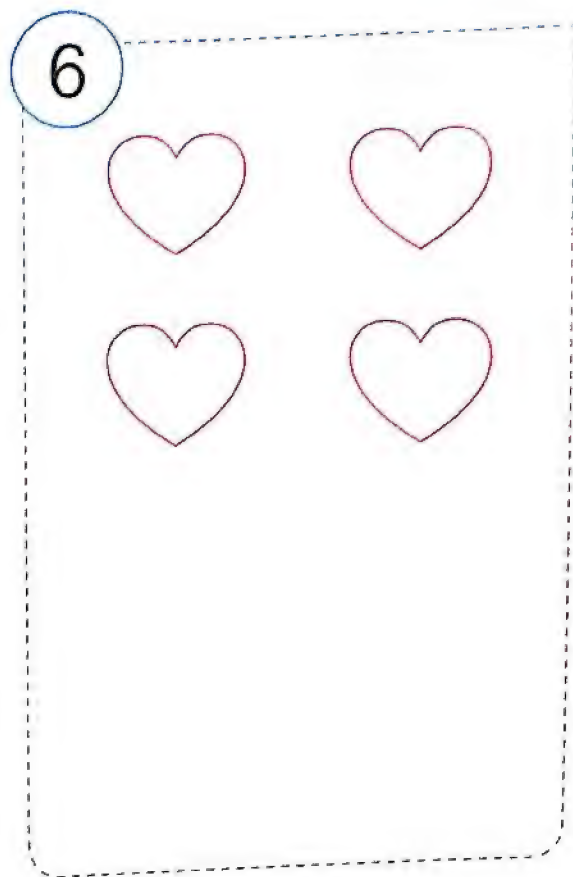


Draw to get the written number.

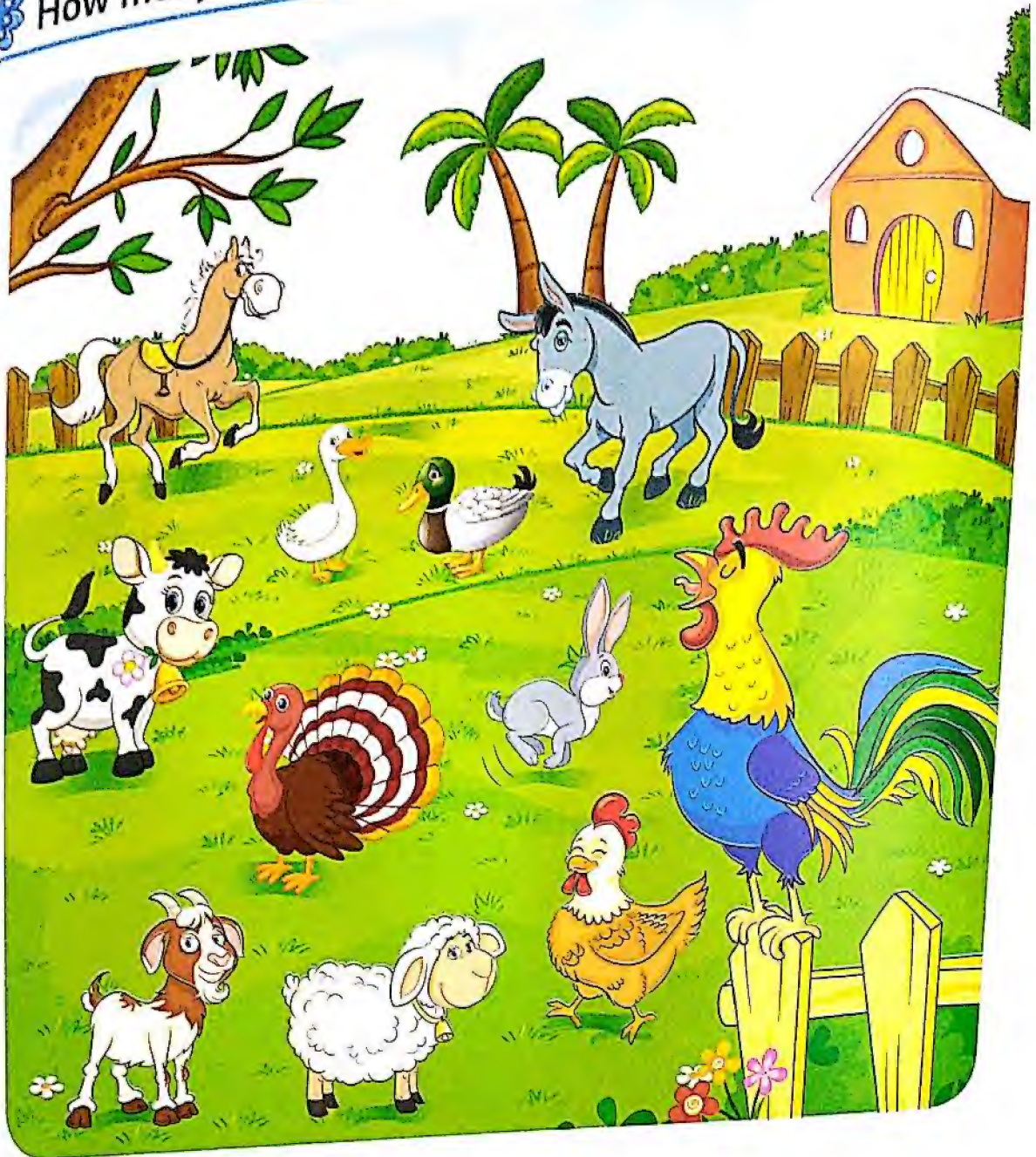
7



6







- Color one box for each animal.

Animal with 2 legs							
Animal with 4 legs							

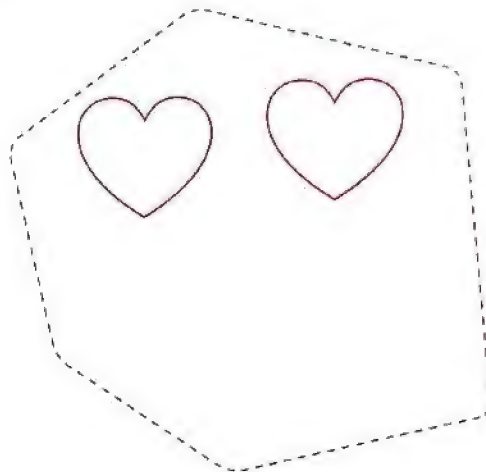
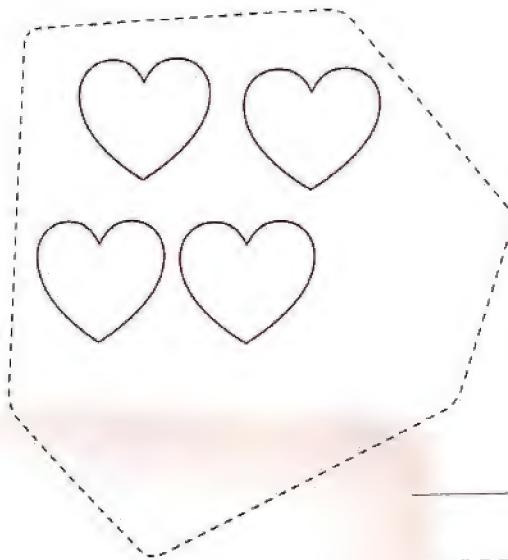
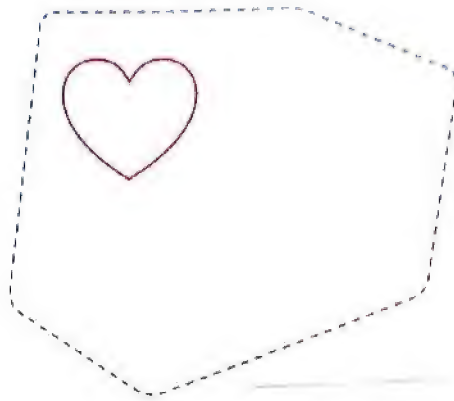
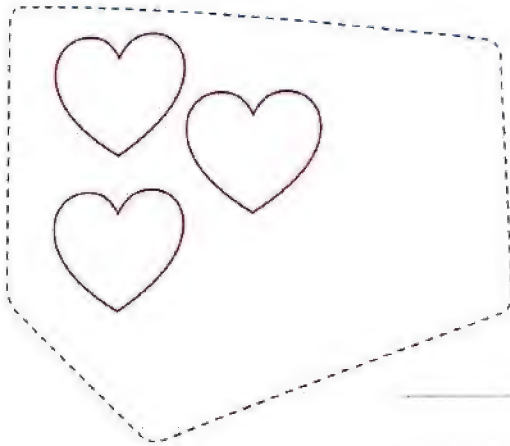
- Complete : - Number of animals with 2 legs = .....
- Number of animals with 4 legs = .....



## Writing the number 6

Place  
a sticker

In each box, draw 2 hearts more, then write the number of all hearts each time.

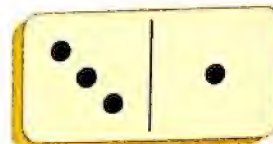
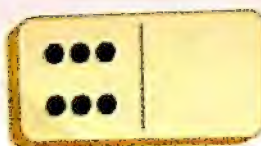
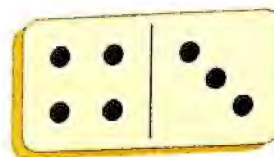
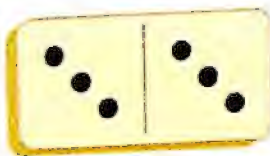
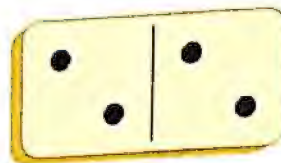
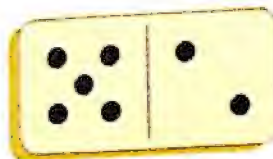
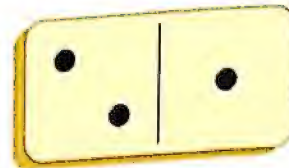
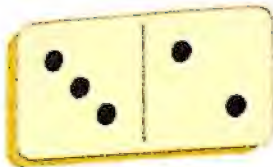


**Notes for parents :** Help your child to write numbers up to 6, then draw pictures to represent those numbers.

# Writing the number 7

Place  
a sticker

Write the number of dots in each domino.



Notes for parents : Ask your child to find and count a group of 7 things at home.



# Lessons 13-16

## Numbers 8, 9 and 10



### Outcomes

Students will :

- Count up to 10.
- Represent quantities.

### Key vocabulary

- Calendar

- Month

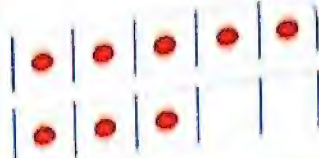
- Day

- Digit

- Write the numbers 8, 9 and 10.



# 8



Circle the groups of 8.



Notes for parents

What the student has learned at school :

The student recognized the number 8 and read it loudly.

Activities at home :

Ask your child to draw 8 circles and color them with the same color.

Calendar (Daily routine) :

Ask your child to draw a smiley face on the date of this day on his calendar.





Writing number

8

8 bees.

Notes for  
parents

What the student has  
learned at school :

The student wrote  
the number 8.

Activities at home :

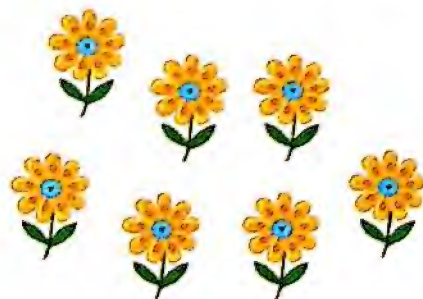
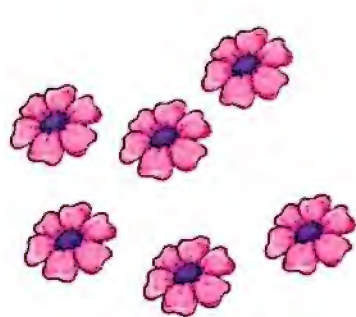
- Give your child a card with the number 8 written on it, then ask him / her to draw pictures on this card to show a group of 8.
- Ask your child to trace and write the number 8.



Trace and write the number 8.







### Notes for parents

What the student has learned at school :

The student recognized the number 9 and read it loudly.

### Activities at home :

Ask your child to draw 9 stars different in size.



Trace





## Notes for parents

What the student has learned at school :

The student wrote the number 9.

### Activities at home :

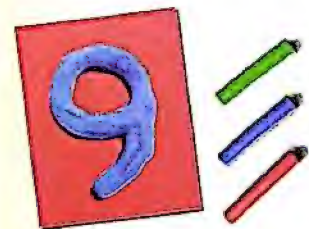
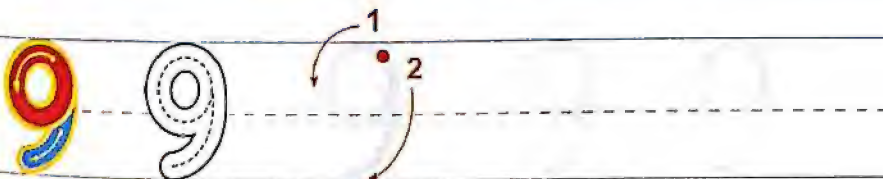
- Draw a large number 9 on a paper.

Invite your child to roll a rope of clay and use it to form the number 9 on top of the model.

- Ask your child to trace and write the number 9.

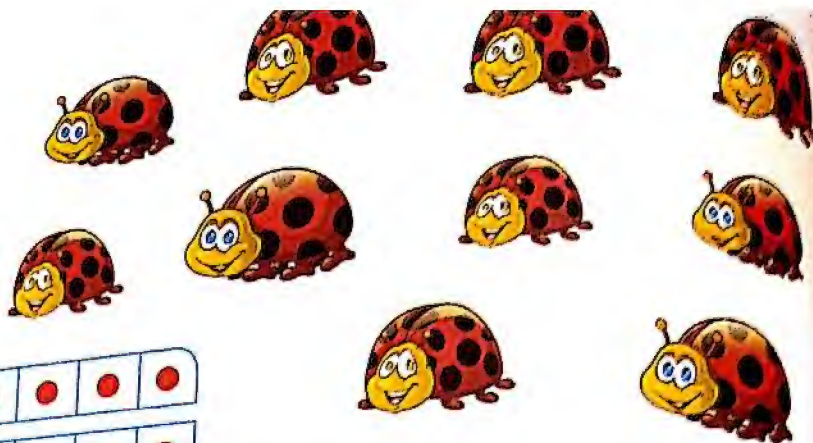
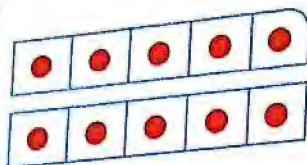


Trace and write the number 9.

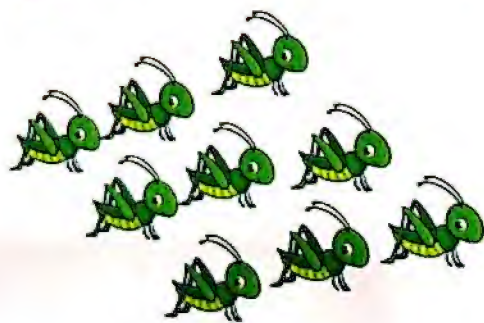
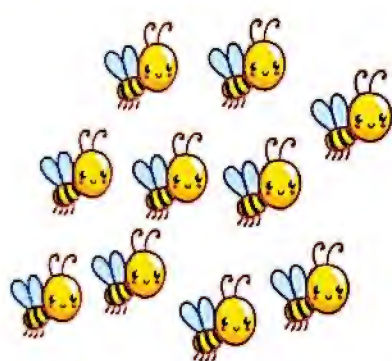




# 10



Circle the groups of 10.



Notes for  
parents

What the student has  
learned at school :

The student  
recognized the  
number 10, he /  
she learned that the  
number 10 has two  
digits.

Activities at home :

Ask your child to  
use his / her both  
hands to show the  
number 10.





### Notes for parents

What the student has learned at school :

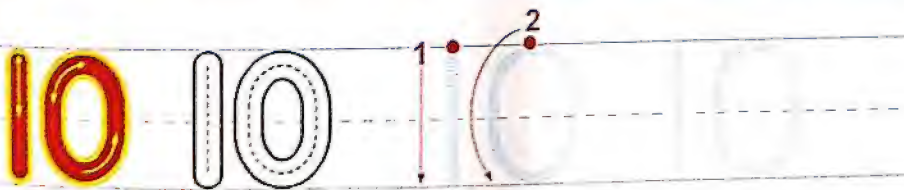
The student wrote the number 10.

### Activities at home :

- Use your finger to "write" a number from 1 to 10 in your child palm, then ask him to guess this number correctly.
- Ask your child to trace and write the number 10.



Trace and write the number 10.

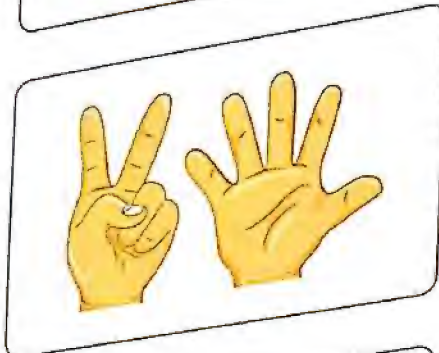




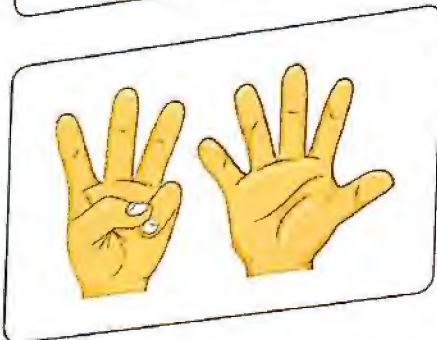
Count the number of raised fingers.  
Draw a line from each picture to the suitable number.



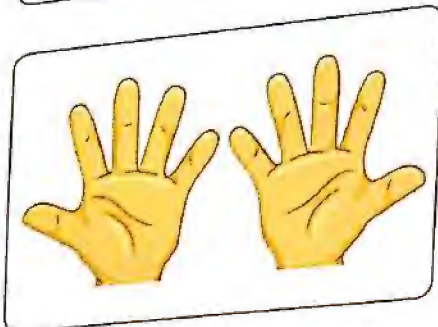
6



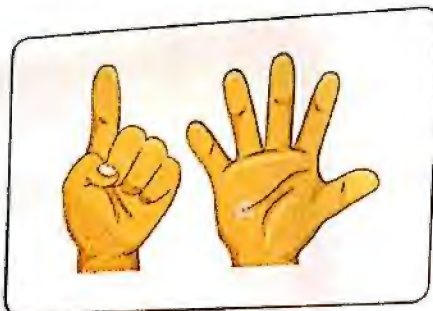
7



8



9

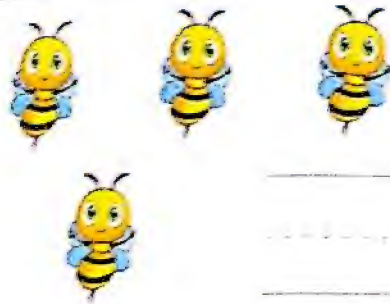


10





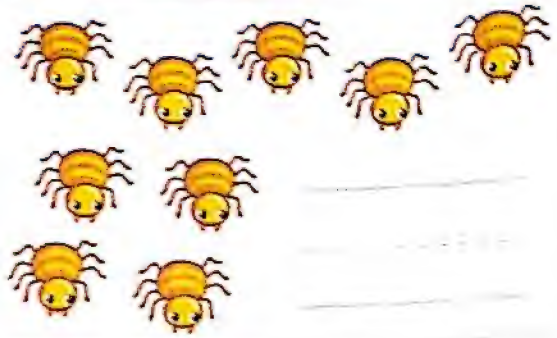
How many insects are there in each group ?



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

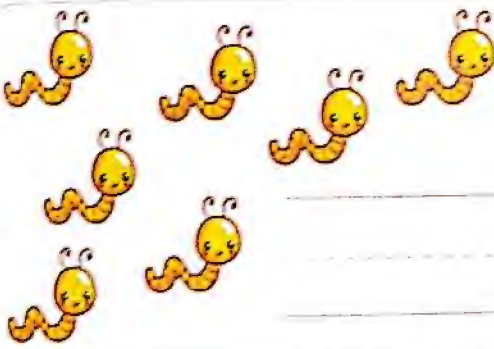
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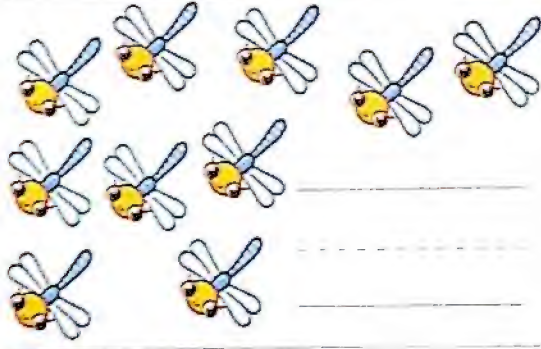
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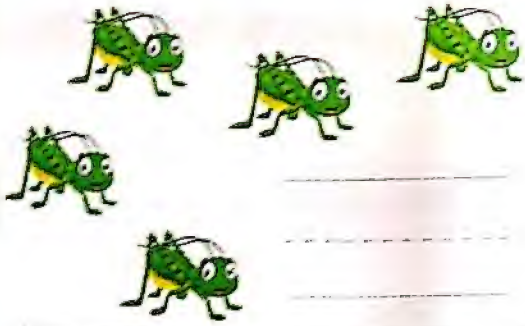
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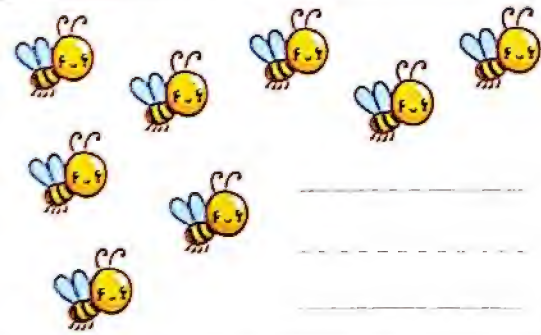
\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Jungle Count



Circle how many you see on **BOTH PAGES**.

○ How many  are there ?

4    5    6

○ How many  are there ?

5    6    7

○ How many  are there ?

2    3    4

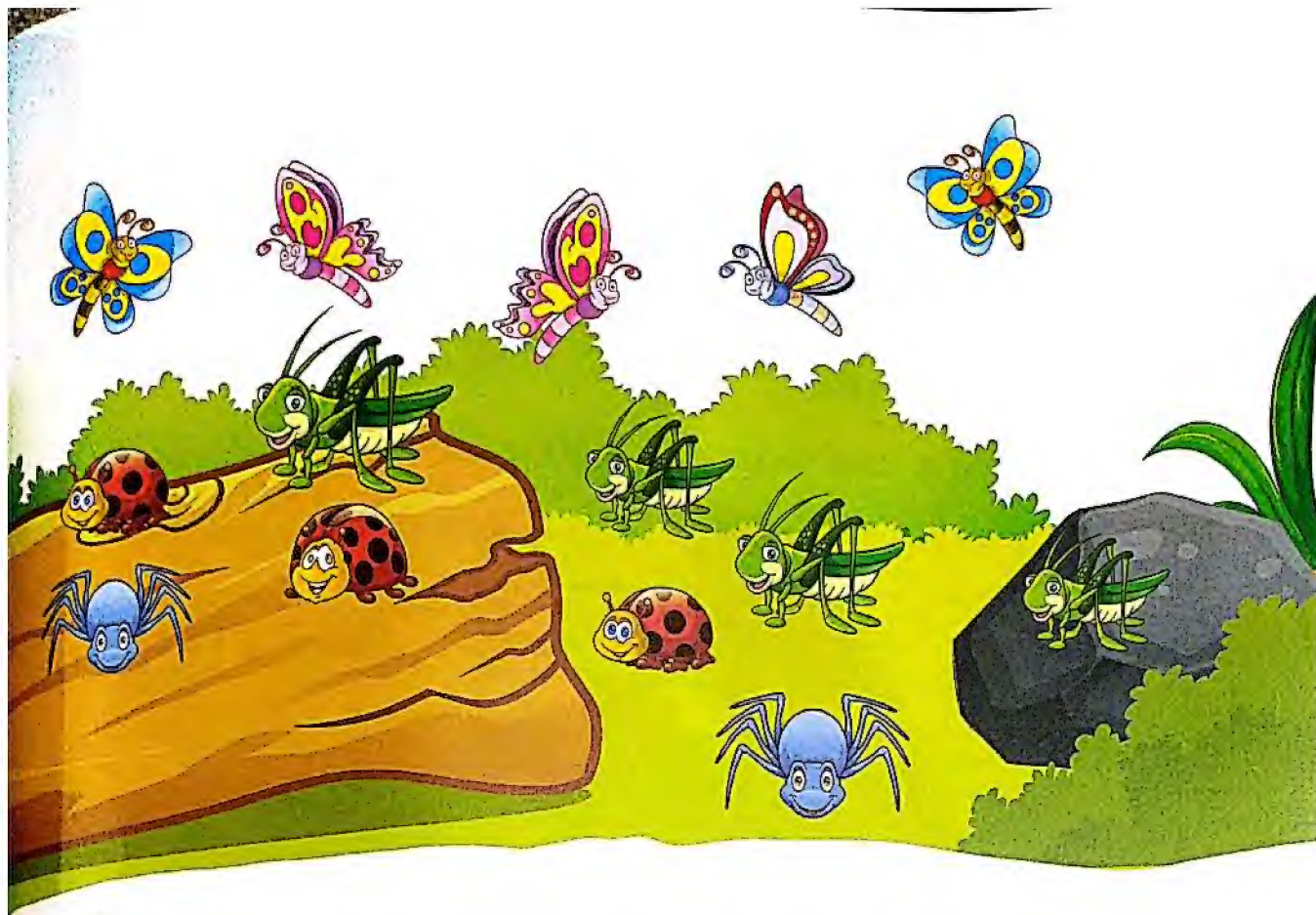
○ How many  are there ?

7    8    9

○ How many  are there ?

8    9    10





Color one box for each insect you see on both pages.






Circle which insect there is the most of.



# Writing the number 8

Place  
a sticker

Count the dots and write the number.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



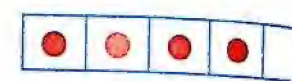
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Writing the number 9

Place  
a sticker



Draw objects as shown.

Draw 9 objects

Draw 7 objects

Draw 8 objects

Draw 6 objects

Notes for parents : Ask your child to draw a picture of 9 things that are related to a story.

# Writing the number 10

Place  
a sticker

Find 10 differences, then write the number 10.





# The number 10

Place  
a sticker



Join to get 10.



Notes for parents : Ask your child to build a tower of 10 cubes.

# Lessons 17-18

- 1 more & 1 less
- Comes just after / comes just before



## Outcomes

Students will :

- Count, read and write up to 10.
- Identify numbers that are 1 less and 1 more than a given number.
- Represent quantities from 1 to 10 using pictures.
- Answer questions about data.

## Key vocabulary

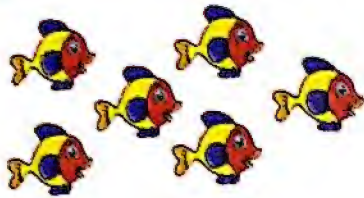
- 1 less

- 1 more

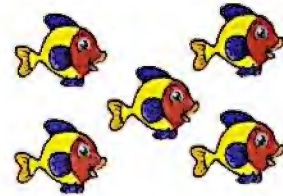
- Comes just after

- Comes just before





6 is 1 more than 5



Circle the group that has 1 more than the first one.


### Notes for parents

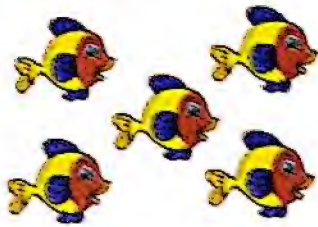
What the student has learned at school :

The student recognized the meaning of 1 more a given number.

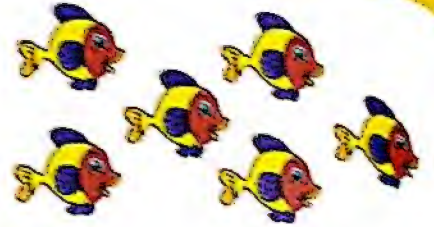
### Activities at home :

Say a number from 0 to 9 and ask your child to tell the number which is 1 more it, then repeat that many times with other numbers.

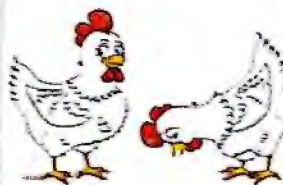
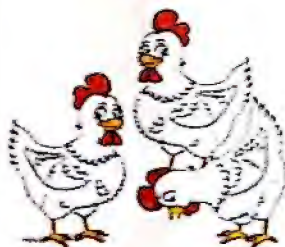




5 is 1 less than 6



Circle the group that has 1 less than the first one.



Notes for parents

What the student has learned at school :

The student recognized the meaning of 1 less a given number.







Activities at home :

Ask your child to draw a number of objects, and count them, then cancel one of them and ask your child to count them again to get the number 1 less.





Draw  to show  one more than 

○ Circle the correct number.



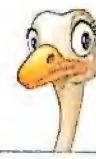

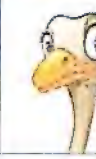



How many  are there?

4 5 6

How many  are there?

4 5 6

Draw  to show  one less than 

○ Circle the correct number.

How many  are there?

5 6 7

How many  are there?

5 6 7





Write the number that comes just after.

3

8

9

5

1

4

7

0

6

2

Notes for  
parents

What the student has  
learned at school :

The student  
recognized the  
number that comes  
just after a given  
number.

Activities at home :

Bring small boxes  
and label them  
from 0 to 10, then  
ask your child to  
connect them by  
a thread as box 1  
comes just after  
box 0 and box 2  
comes after box 1  
and so on.







Write the number that comes just before.

3

4

8

7

9

2

5

6

1

10

Notes for  
parents

What the student has  
learned at school :

The student  
recognized the number  
that comes just before  
a given number.

Activities at home :

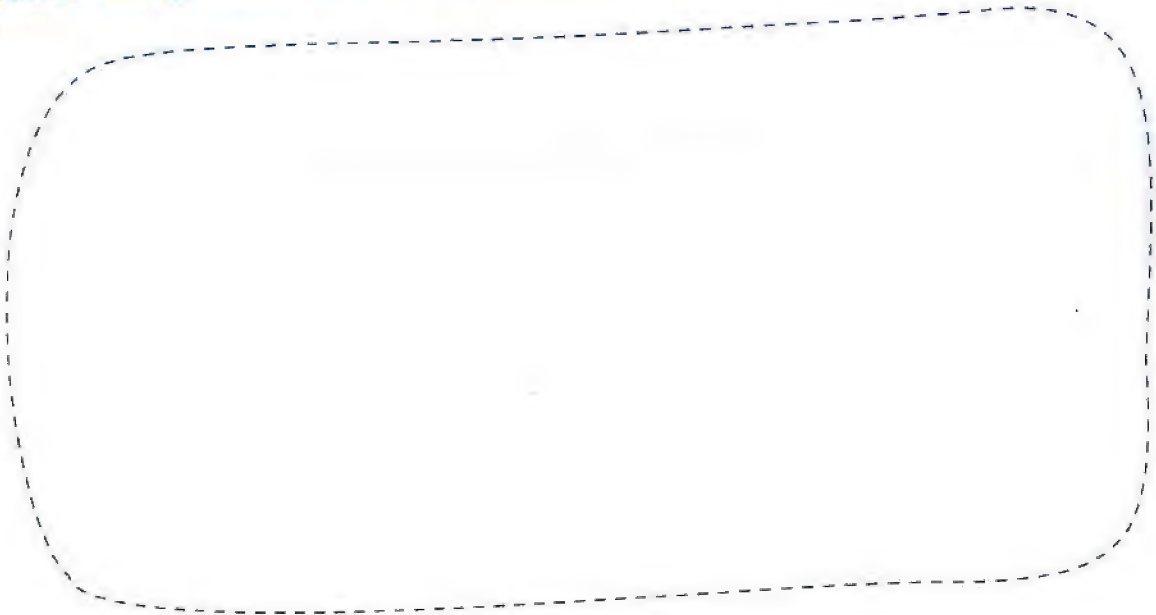
Ask your child to  
count some objects  
at home, then tell  
the number that  
comes just before  
their number.

For example :  
Count the number  
of chairs.

Find the number  
that comes just  
before it.



Draw 4 big hearts and 6 small hearts.



Draw 7 circles and 2 triangles.





Comes just after /  
comes just before

Place  
a sticker

Write the missing numbers.

1

2

4

4

5

8

6

7

8

2

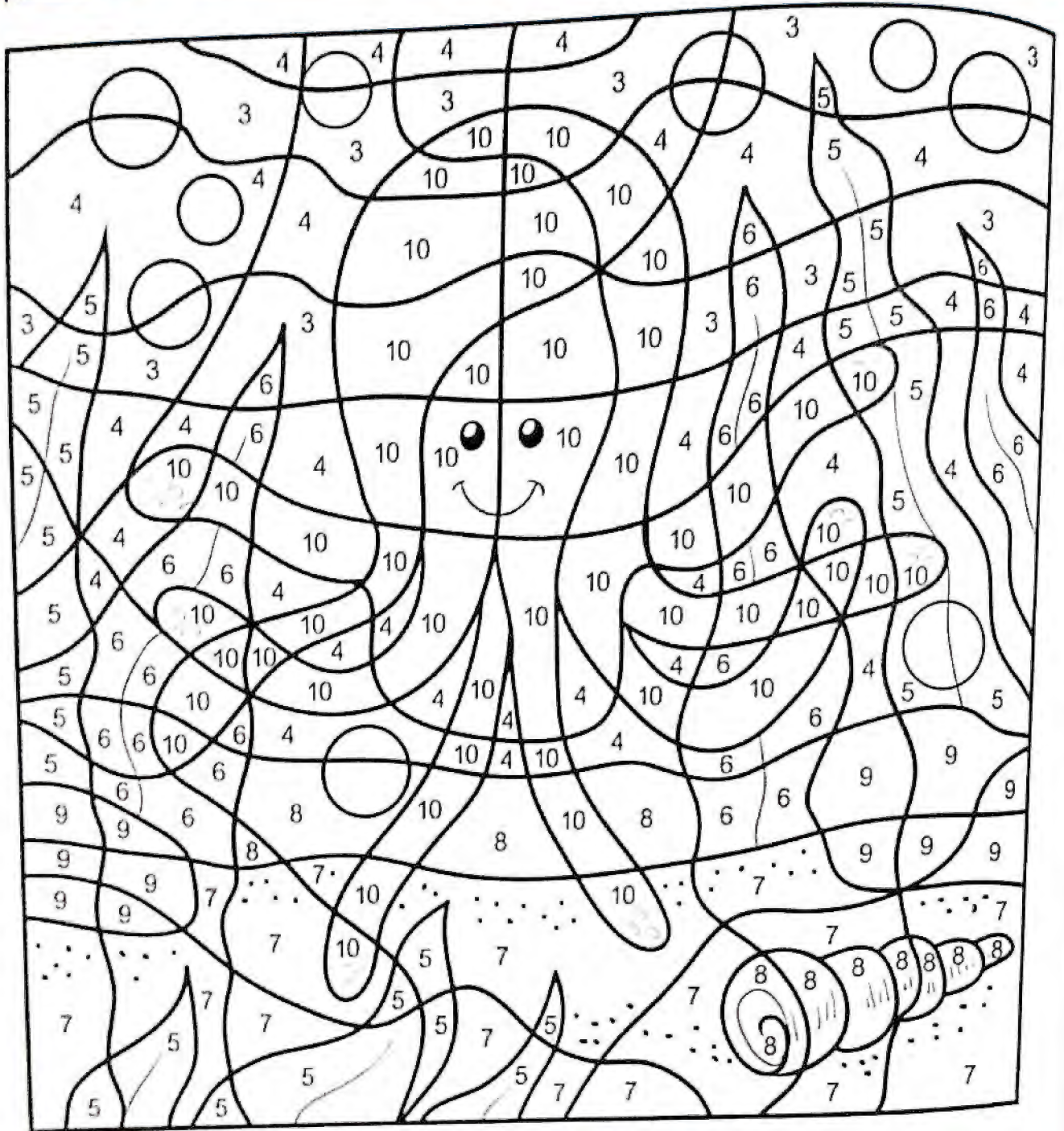
3

5

Notes for parents : Write a sequence of three numbers and ask your child to write the number that comes next.



Color the picture according to the coloring key.

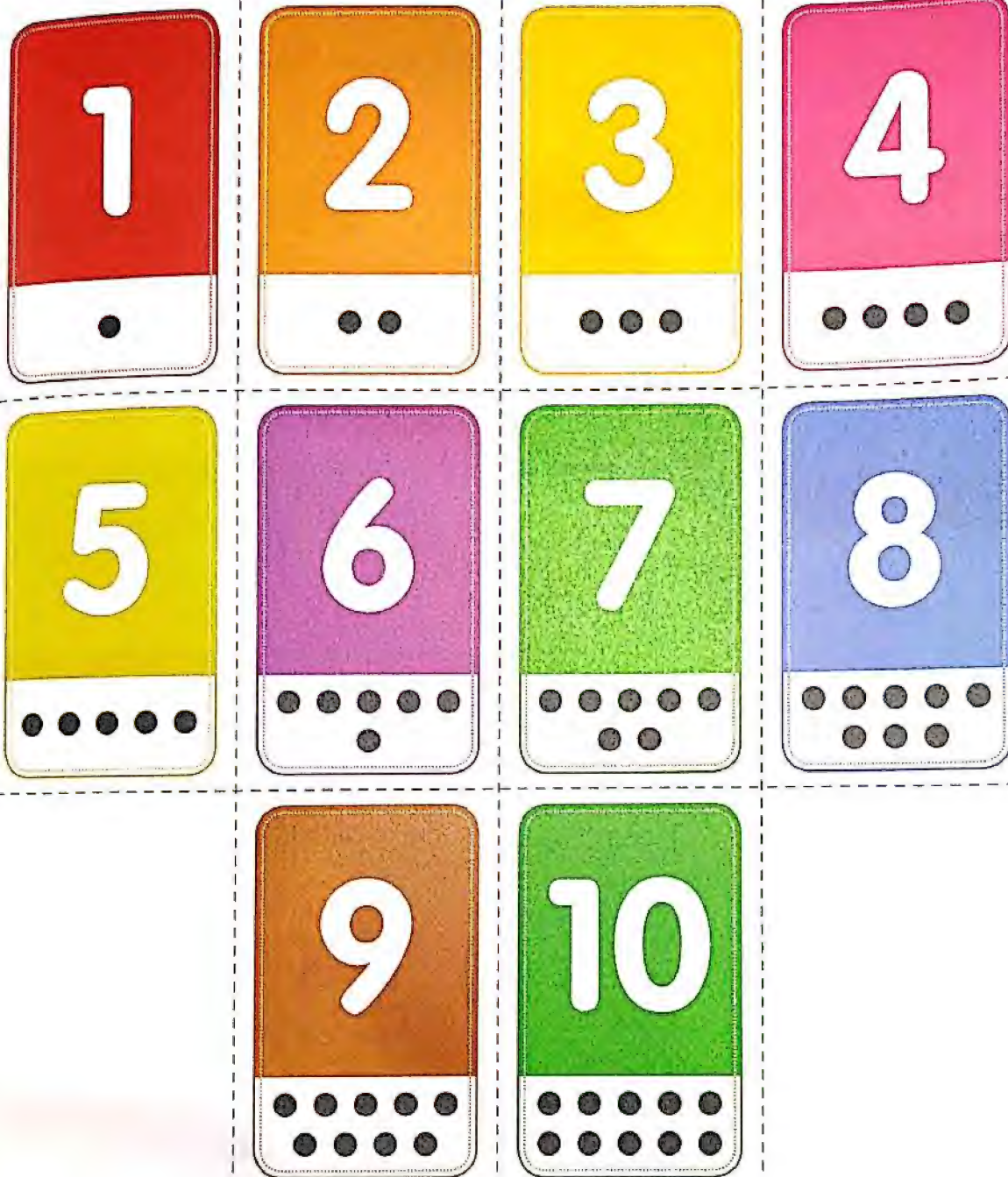




# Activity



## Numbers Flash Cards



### Directions :

- Help your child to cut each number card.
- Use these cards to play several games with your child, for example :
  1. Mix up all cards and ask your child to put them in order.
  2. Hold up a number card and ask your child to say the name of the number, then ask him/her to express this number using his/her fingers.

This chart lists all the outcomes of this chapter.  
Once your child has learned each outcome, stick a star in the correct box below.

## Outcome

## Star

Counting up to 7



Writing the numbers 6 & 7



Representing quantities using pictures



Counting up to 10



Writing the numbers 8, 9 and 10



Writing numbers 0 - 10



Representing quantities 0 - 10 using pictures



Answering questions about data



Identifying numbers that are 1 less and 1 more than a given number





# CHAPTER

# 3



**Lessons 19-20 :** Numbers from 11 to 13 - Greater than, less than and equal to

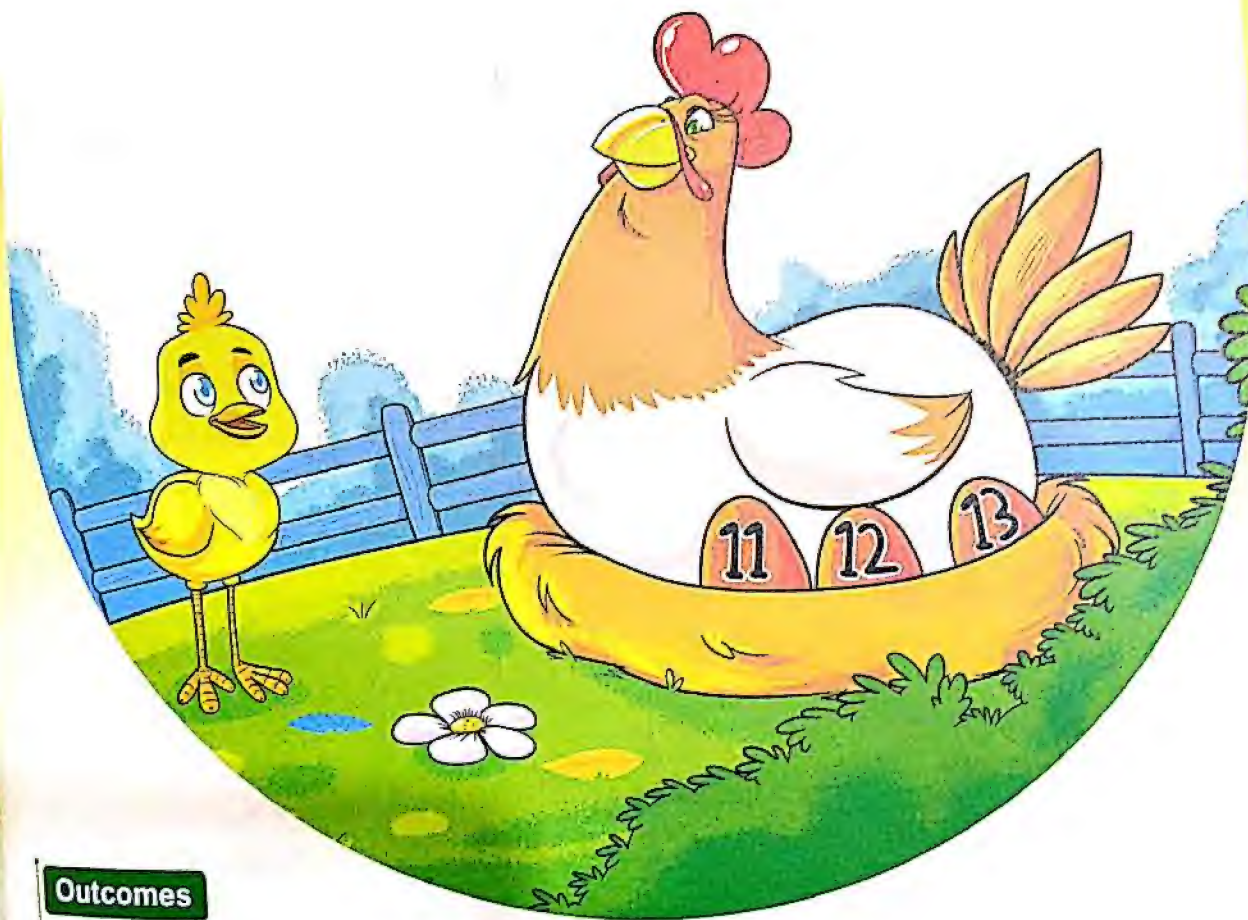
**Lessons 21-22 :** Numbers 14 & 15 - Ordering numbers up to 15

**Lessons 23-24 :** Comparing numbers using  $>$  ,  $<$  and  $=$



# Lessons 19-20

- Numbers from 11 to 13
- Greater than, less than and equal to



## Outcomes

Students will :

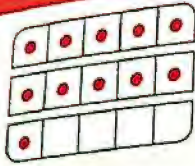
- Participate in calendar math activities.
- Count, read and write 11, 12 and 13.
- Use the terms greater than, less than and equal to.

## Key vocabulary

- Greater than
- Less than
- Equal to
- Compare



# 11



Trace and write the number 11.



Handwriting practice lines for the number 11, including dashed lines for tracing and solid lines for writing.

Notes for parents

What the student has learned at school :

The student wrote the numbers 11 , 12 and 13.

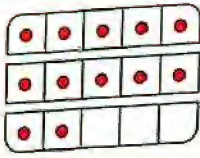
Activities at home :

Ask your child to trace and write the numbers 11, 12 and 13.

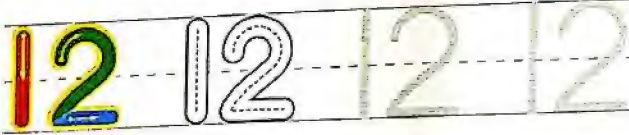
Calendar (Daily routine) :

Ask your child to count the months of the year, and count the days of the week.

# 12



Trace and write the number 12.

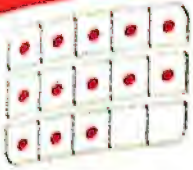


Handwriting practice lines for the number 12, including dashed lines for tracing and solid lines for writing.





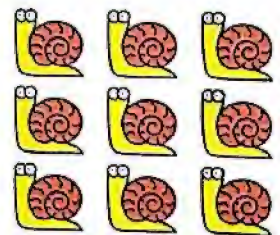
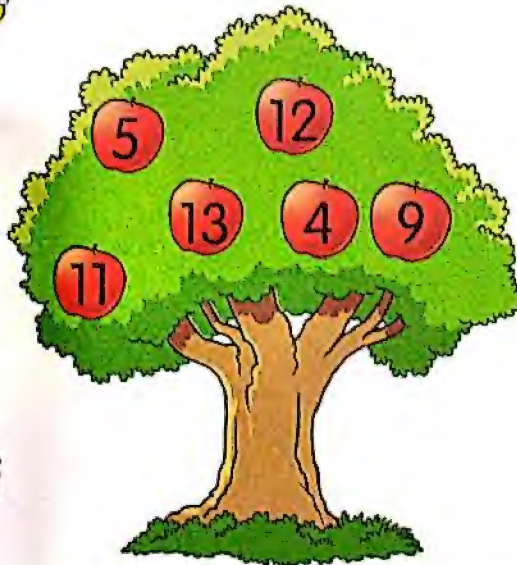
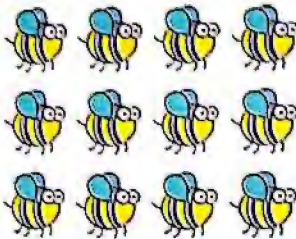
# 13



Trace and write the number 13.



Count each group. Draw a line from the group to its matching apple.







Count the ...



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



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\_\_\_\_\_



⑤ is **greater** than ③  
Greater means more.



Write how many there are in each group.  
Circle the greater number.



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



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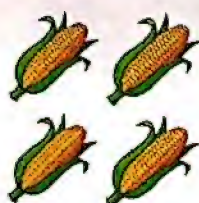
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What the student has learned at school :

The student identified groups that show more objects or less objects than those in a given group.

#### Activities at home :

Ask your child to make cube towers and decide which tower has more cubes, and which one has less cubes.





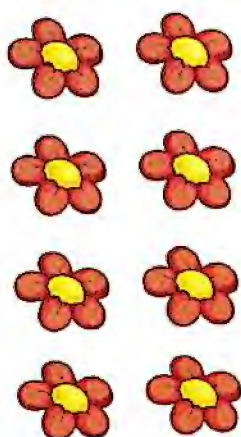


8 is less than 9

Less means fewer.



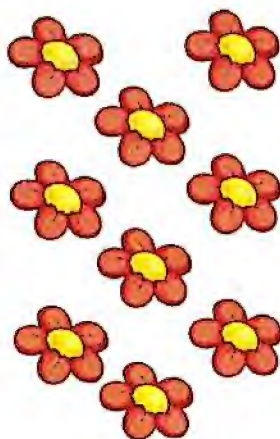
Write how many there are in each group.  
Circle the number that is less.



\_\_\_\_\_

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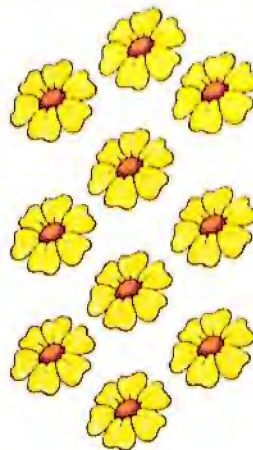
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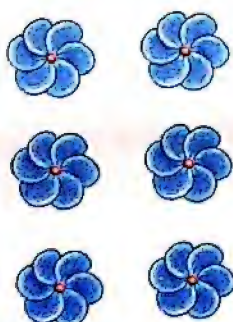
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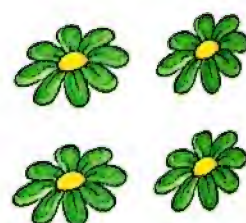
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$$3 = 3$$

Equal to means  
the same number.



Circle the group that shows the same number as the first one.





How many vegetables or pieces of fruit are there in each group? Draw a line from the group to the number.



1

2

3

4

5

6

7

8

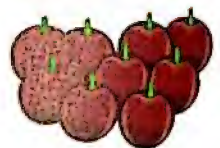
9

10

11

12

13



# Greater than, less than and equal to

Place  
a sticker

Circle the number that is less.

3 9

4 5

12 6














Circle the number that is greater.

7 13


6 10


8 4

Draw  to show the same number of  as 

Circle the correct number.

- How many  are there ? 11 12 13

- How many  are there ? 11 12 13

Notes for parents : Ask your child to sort objects at home and tell which group has more or less.



# Lessons 21-22

- Numbers 14 & 15
- Ordering numbers up to 15



## Outcomes

Students will :

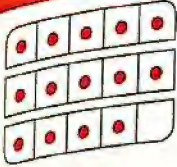
- Participate in calendar math activities.
- Count, read and write 14 and 15.

## Key vocabulary

- Greater than
- Less than
- Equal to
- Ordering



# 14



**Notes for  
parents**

What the student has  
learned at school :

The student wrote the  
numbers 14 and 15.

**Activities at home :**

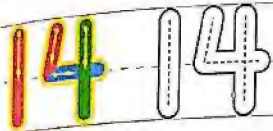
- Place a sheet of paper on the floor. Let your child dip a finger into a jar of paint and write 14 and 15 on the paper.
- Ask your child to trace and write the numbers 14 and 15.

**Calendar  
(Daily routine) :**

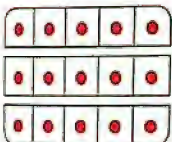
- Say the months of the year with your child.
- Say the first month and ask your child to say the next one.
- Say the days of the week together, alternating like you did for the months.



**Trace and write the number 14.**



# 15

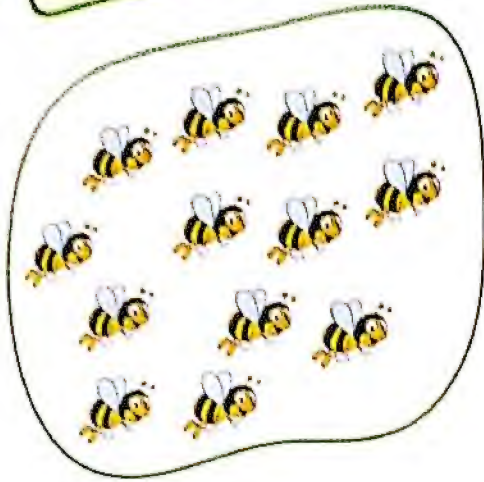


**Trace and write the number 15.**

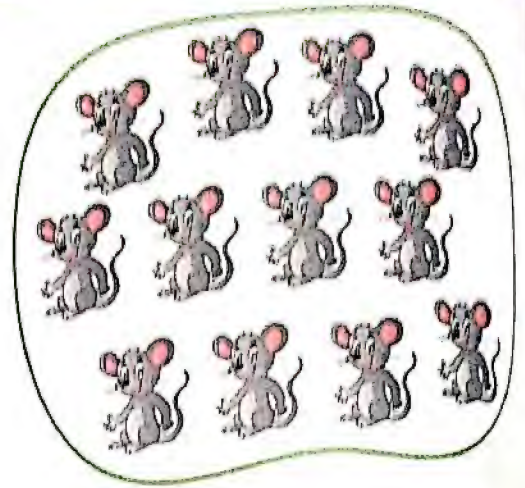




Count each group.  
Draw a line from the group to the number.



10



11



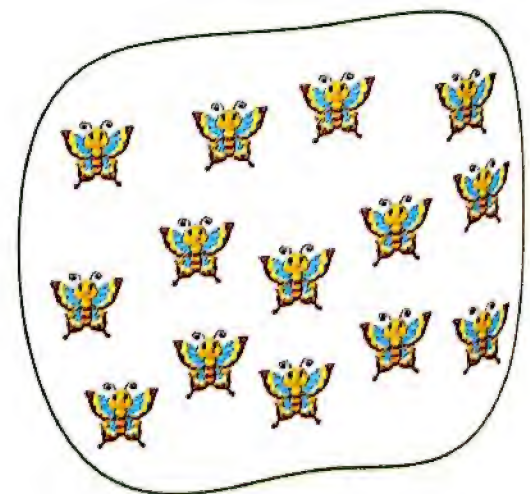
12



13



14



15





Count the fish. Write how many there are of each.



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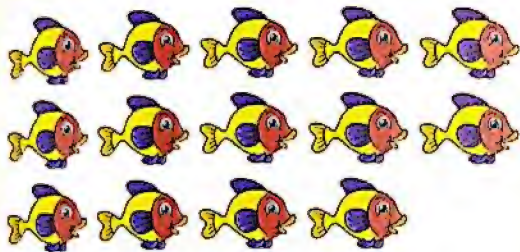
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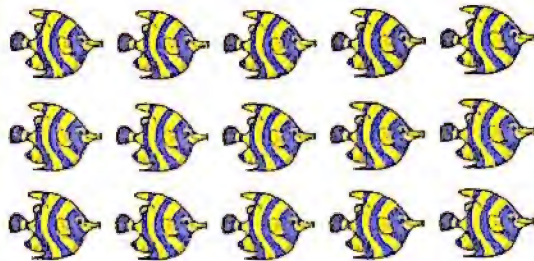
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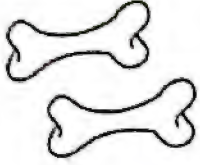
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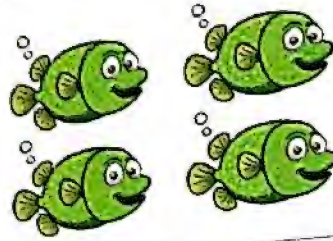
Write how many are in each group.  
Circle the number that is greater.



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



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\_\_\_\_\_



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\_\_\_\_\_



Write how many are in each group.  
Circle the number that is less.



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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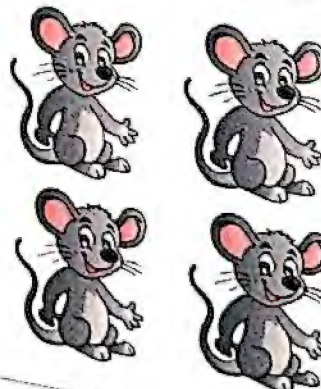
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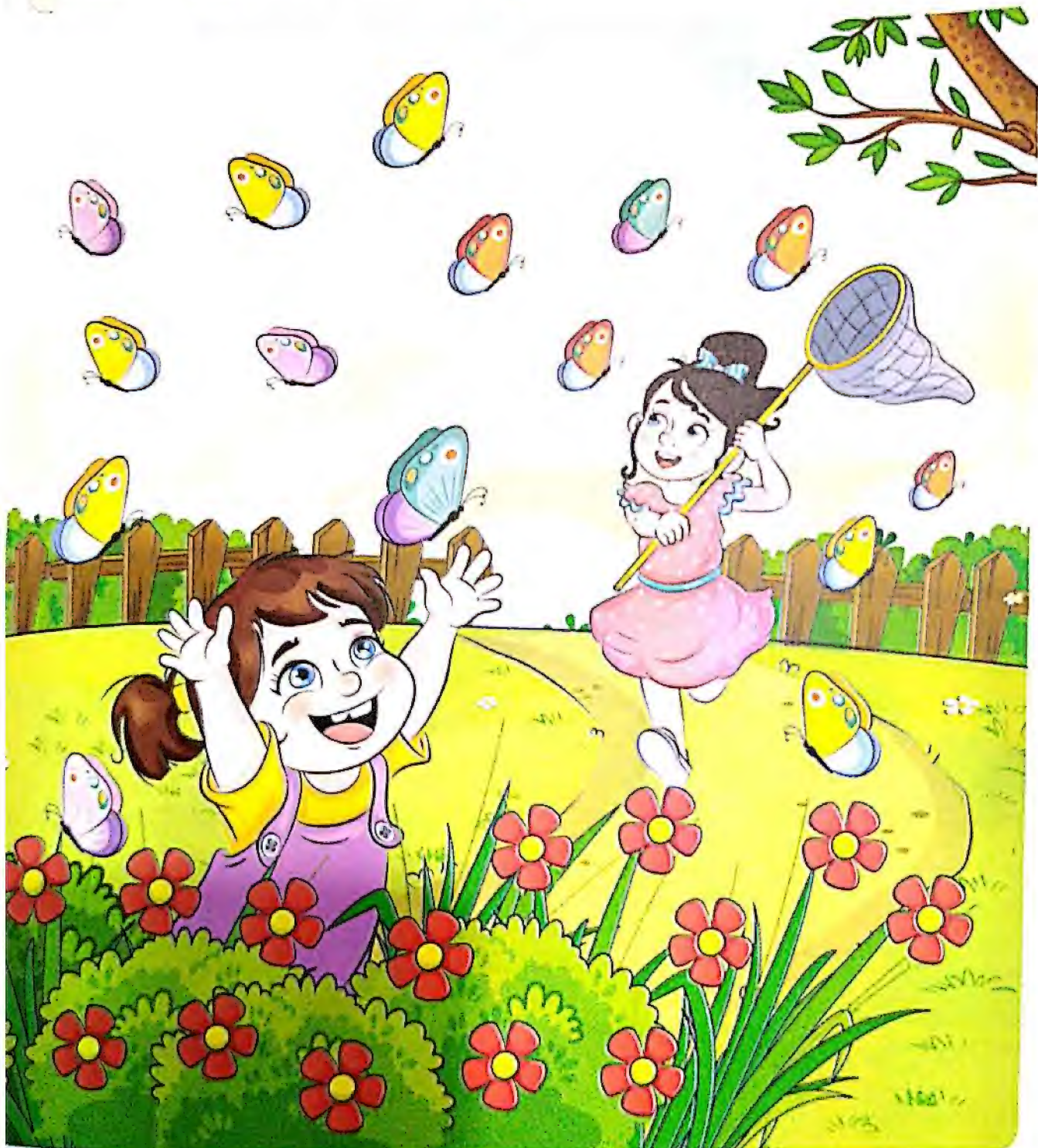
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Place  
a sticker

Circle 15  and color 14 

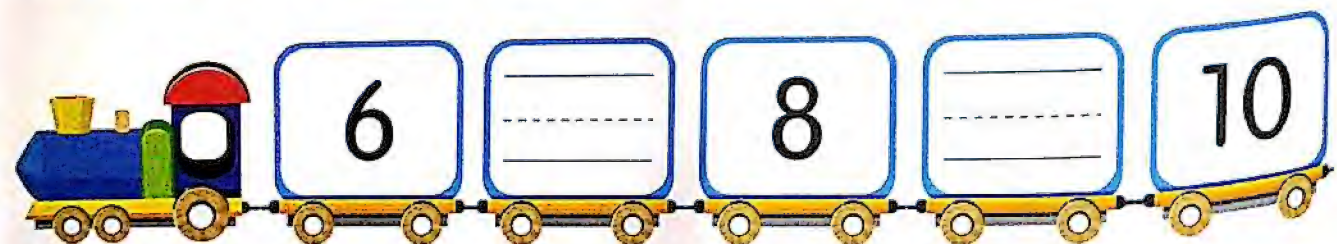
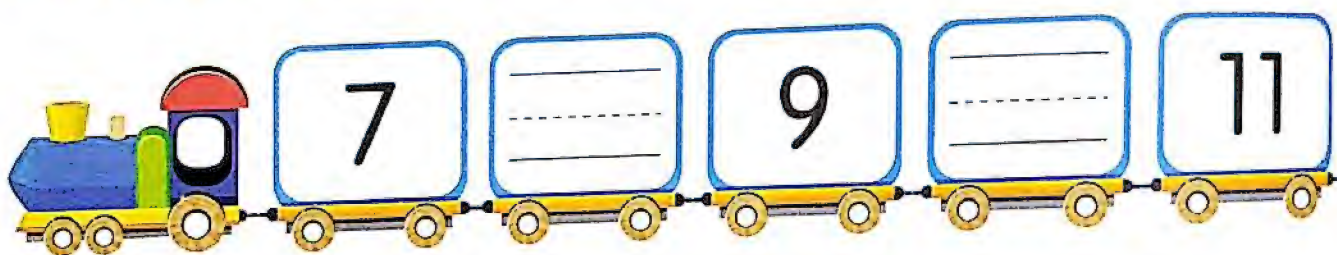
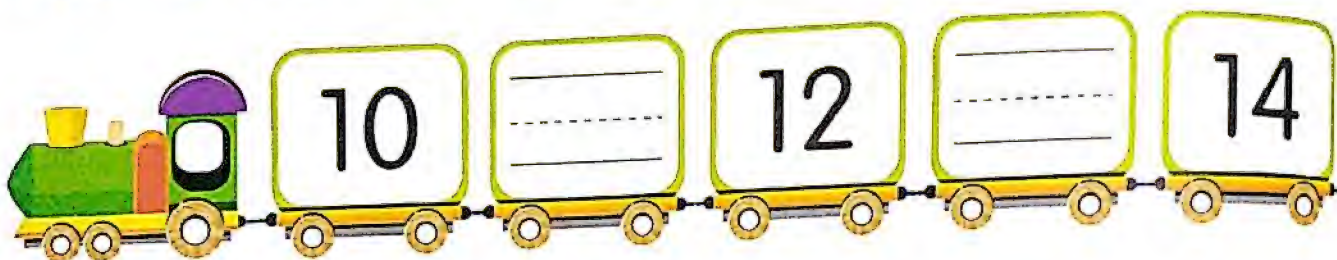
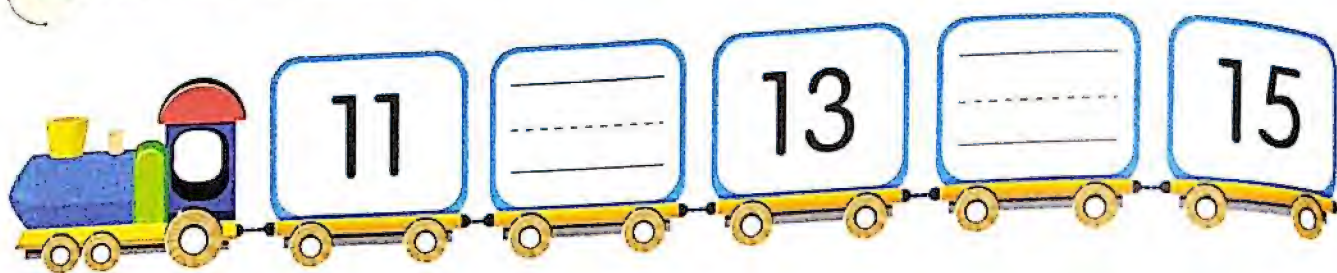




# Ordering numbers up to 15

Place  
a sticker

Write the missing numbers on each train.





### Outcomes

Students will :

- Participate in calendar math activities.
- Count from 0 to 15.
- Use the terms greater than , less than , and equal to.
- Compare numbers using the symbols  $>$  ,  $<$  and  $=$ .

### Key vocabulary

- Compare

- Greater than

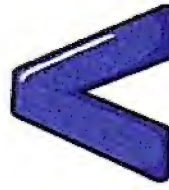
- Less than

- Equal to





Greater than



Less than



Equal to

### Greater than :



7 is greater than 4

$$7 > 4$$

### Hint for parents :

Tell your child that the bigger part of the symbol - it almost looks like a wide open mouth - is pointing toward the greater number.

### Notes for parents

What the student has learned at school :

Compare between two numbers using the symbols  $>$ ,  $<$  or  $=$ .

Calendar  
(Daily routine) :

Ask your child what day of the week we are in. Ask how many days in the current month have the same name of today.





6 is less than 7

$$6 < 7$$

Equal to :



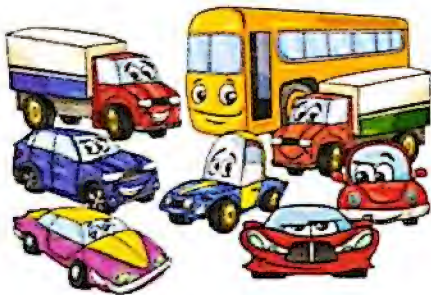
5 is equal to 5

$$5 = 5$$





Write how many are in each group.  
Put the suitable symbol  $>$ ,  $<$  or  $=$ .




Complete by using ( $>$ ,  $<$  or  $=$ ).

$5 \quad \square \quad 10$

$11 \quad \square \quad 7$

$9 \quad \square \quad 0$

$12 \quad \square \quad 12$

$15 \quad \square \quad 14$

$1 \quad \square \quad 11$

$13 \quad \square \quad 12$

$15 \quad \square \quad 5$



Complete with a suitable number.

$\square < 10$

$15 > \square$

$13 < \square$

$\square > 11$

$\square = 14$

$12 > \square$

$13 < \square$

$\square > 0$

$\square = 13$

$\square < 7$



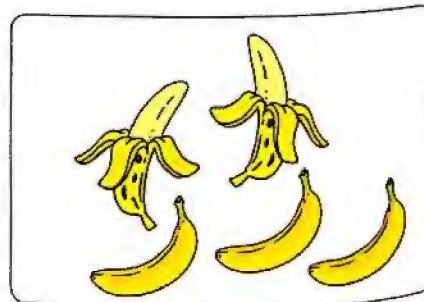
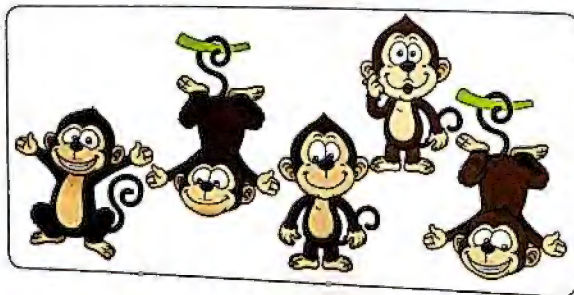
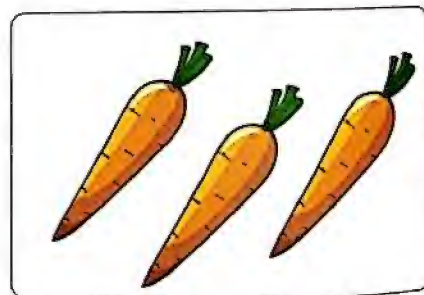
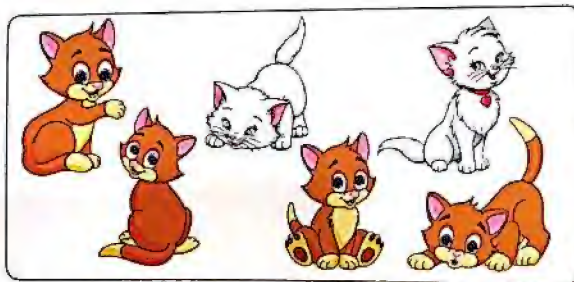
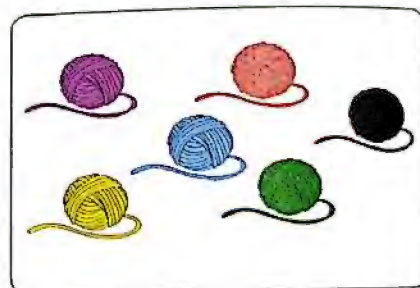
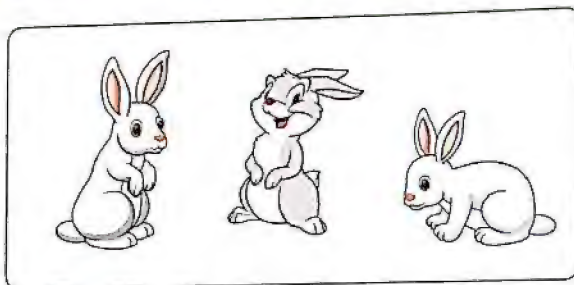
Ring each number that is greater than 10.

9 13 7 11 9

Ring each number that is less than 6.

3 0 7 5 8 9 6

Join the sets that have the same number of elements.



Comparing numbers  
using  $>$ ,  $<$  and  $=$ Place  
a stickerComplete with ( $>$ ,  $<$  or  $=$ ).

$3 \bigcirc 5$

$10 \bigcirc 10$

$15 \bigcirc 13$

$6 \bigcirc 7$

$13 \bigcirc 13$

$2 \bigcirc 12$

$5 \bigcirc 9$

$0 \bigcirc 8$

$11 \bigcirc 14$

$0 \bigcirc 1$

$14 \bigcirc 1$

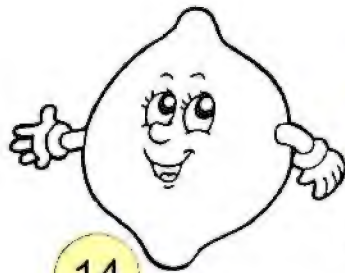
$9 \bigcirc 10$

Notes for parents : Ask your child to write any two numbers up to 15, and ask him/her to compare between them using  $>$ ,  $<$  and  $=$ .





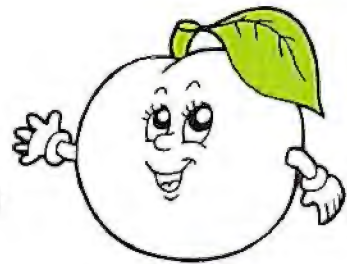
Color the picture.



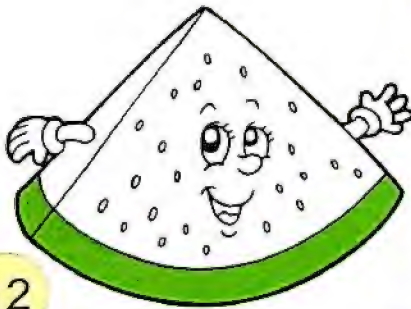
14



13



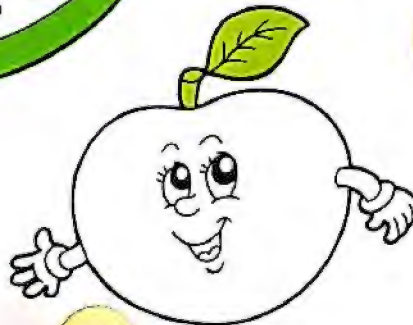
12



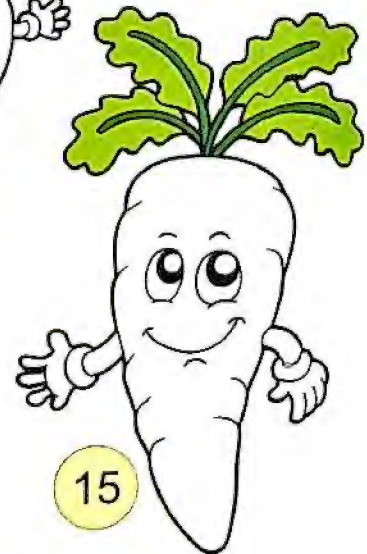
12



13



13



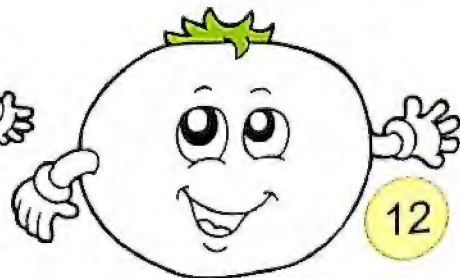
15



14



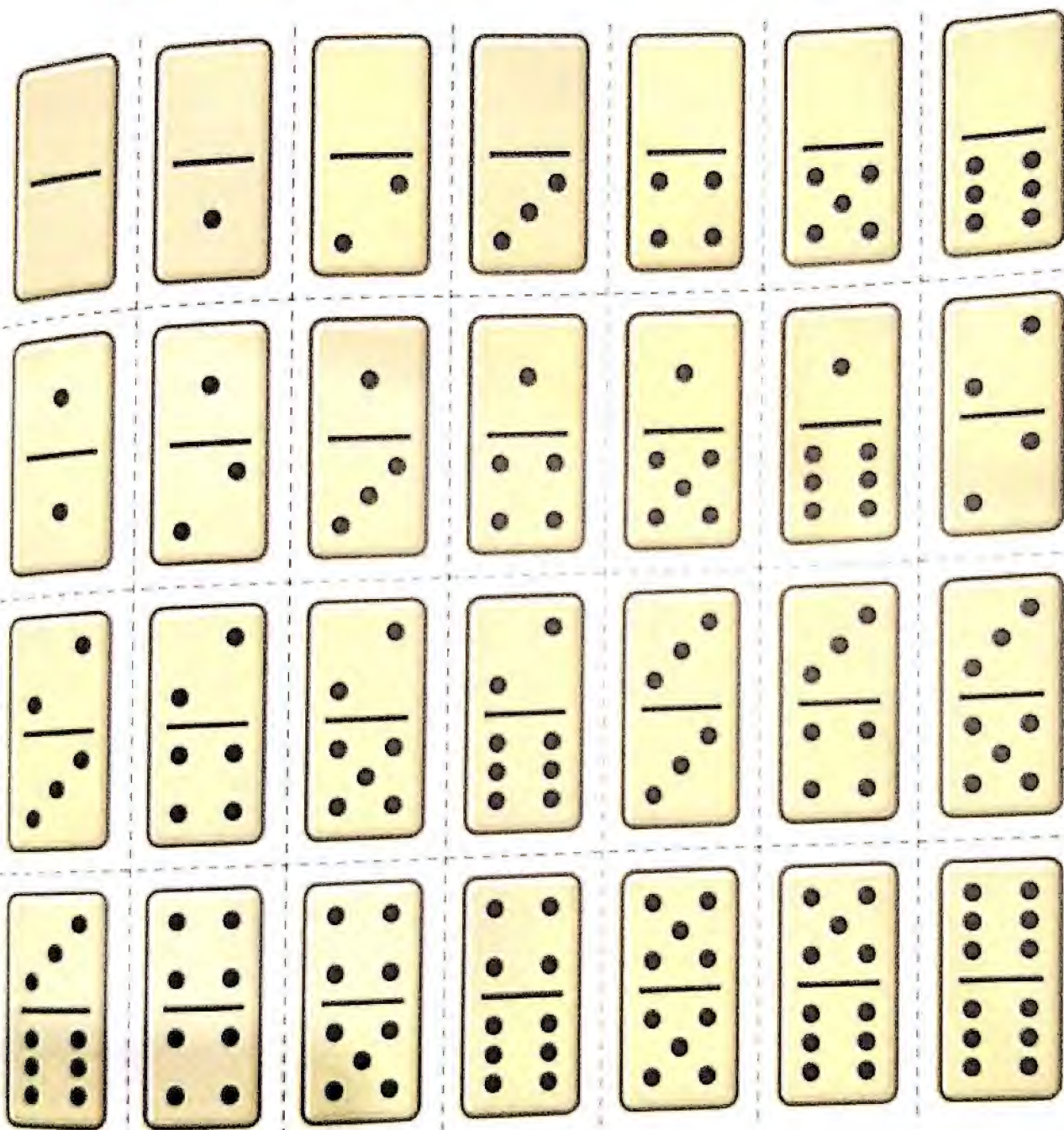
12



12



# Dominoes



## Directions :

\* Help your child to cut each domino.

\* You can play with your child several games with dominoes for example :

1. Make domino path : The ends of dominoes that touch must have the same number of dots.
2. Memory game : Select pieces of dominoes such that each two pieces have the same number of dots. Put the dominoes face down and shuffle them, let your child pick one and count the dots, pick another and count the dots. If the number of dots on the two dominoes match keep the pair, if not turn them back. Play until all matches have been made.





This chart lists all the outcomes of this chapter.  
Once your child has learned each outcome, stick a star in the correct box below.

## Outcome

## Star

Participating in calendar math activities



Counting, reading and writing 11, 12 and 13



Counting, reading and writing 14 & 15



Counting from 0 to 15



Using the terms greater than, less than and equal to



Comparing numbers using the symbols  $>$ ,  $<$  and  $=$



# CHAPTER

# 4



Lessons 25-26 : Numbers 16 & 17

Lesson 27 : Picture graph

Lessons 28-29 : Numbers 18 , 19 and 20

Lesson 30 : Bar graph



# Lessons 25-26

## Numbers 16 & 17



### Outcomes

Students will :

- Count, read and write 16 and 17.
- Use objects to count numbers and find 10 more.

### Key vocabulary

- Today

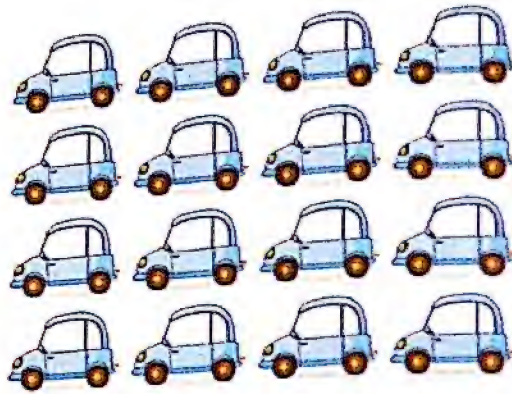
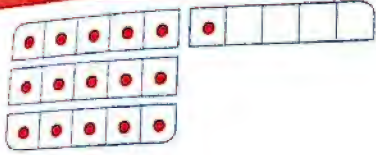
- Yesterday

- Tomorrow

- 10 more



# 16



Trace and write the number 16.

16 16

Notes for parents

What the student has learned at school :

The student wrote the numbers 16 and 17.

Activities at home :

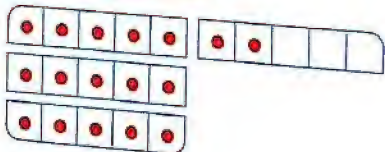
Ask your child to trace and write the numbers 16 and 17.

Calendar (Daily routine) :

Ask your child to point to the day that comes directly before today "yesterday" and point to the day that comes directly after today "tomorrow".



# 17



Trace and write the number 17.

17 17





Circle the number that shows how many.



15    16    17



15    16    17



What the student has learned at school :

The student identified, made , and counted groups of 16 and 17.



13    17    16



17    7    5

#### Activities at home :

Ask your child to make a train of 16 paper clips, and make another train of 17 paper clips.



17    16    15



13    17    16







Circle 10 objects, then count the left objects.



The number of left objects is .....



The number of left objects is .....



The number of left objects is .....

Notes for  
parents

What the student has  
learned at school.

17 is 10 more than 7,  
and 16 is 10 more  
than 6.

Activities at home :

Help your child to  
stick 10 stars in  
a row, then stick  
7 stars in another  
row, then count all  
of them to get 17.







Place a sticker

Write the number.

•	•	•	•	•
•	•	•	•	•
•	•	•		

•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•			

•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•				

Complete with a suitable number.

$16 > \dots$

$10 = \dots$

$15 < \dots$

$7 > \dots$

$\dots > 11$

$\dots < 1$

Write the missing numbers.

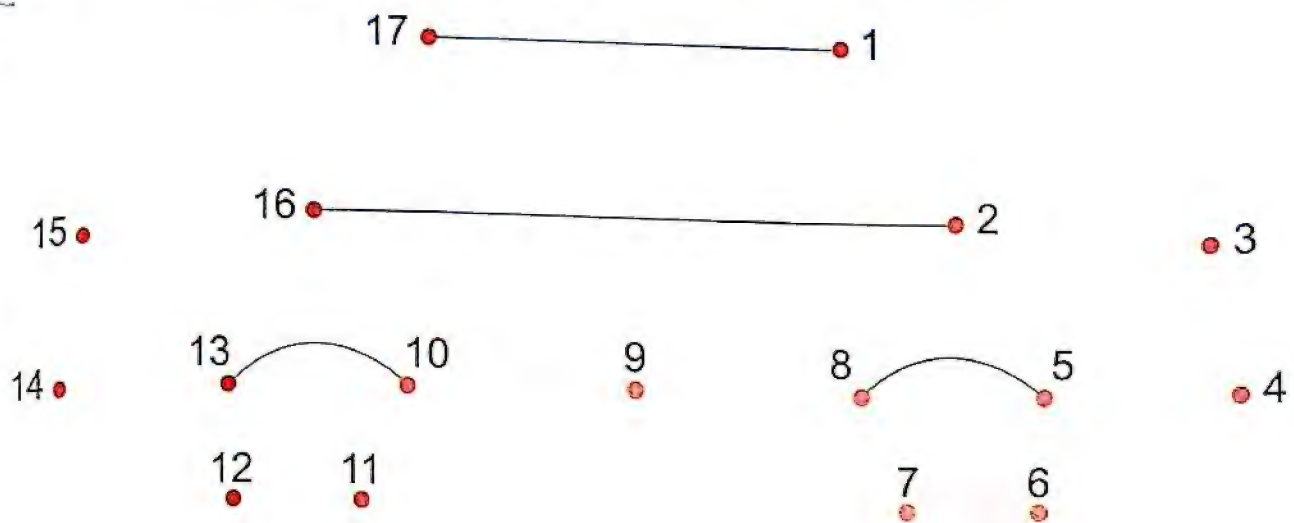
•	•	2	•	•	5	•	•	•	•	10	•	•	•	•	•	16
---	---	---	---	---	---	---	---	---	---	----	---	---	---	---	---	----



# Numbers 16 & 17 again

Place  
a sticker

Join the numbers in order. What do you see ?



Draw X according to the number.

16

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

15

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

11

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

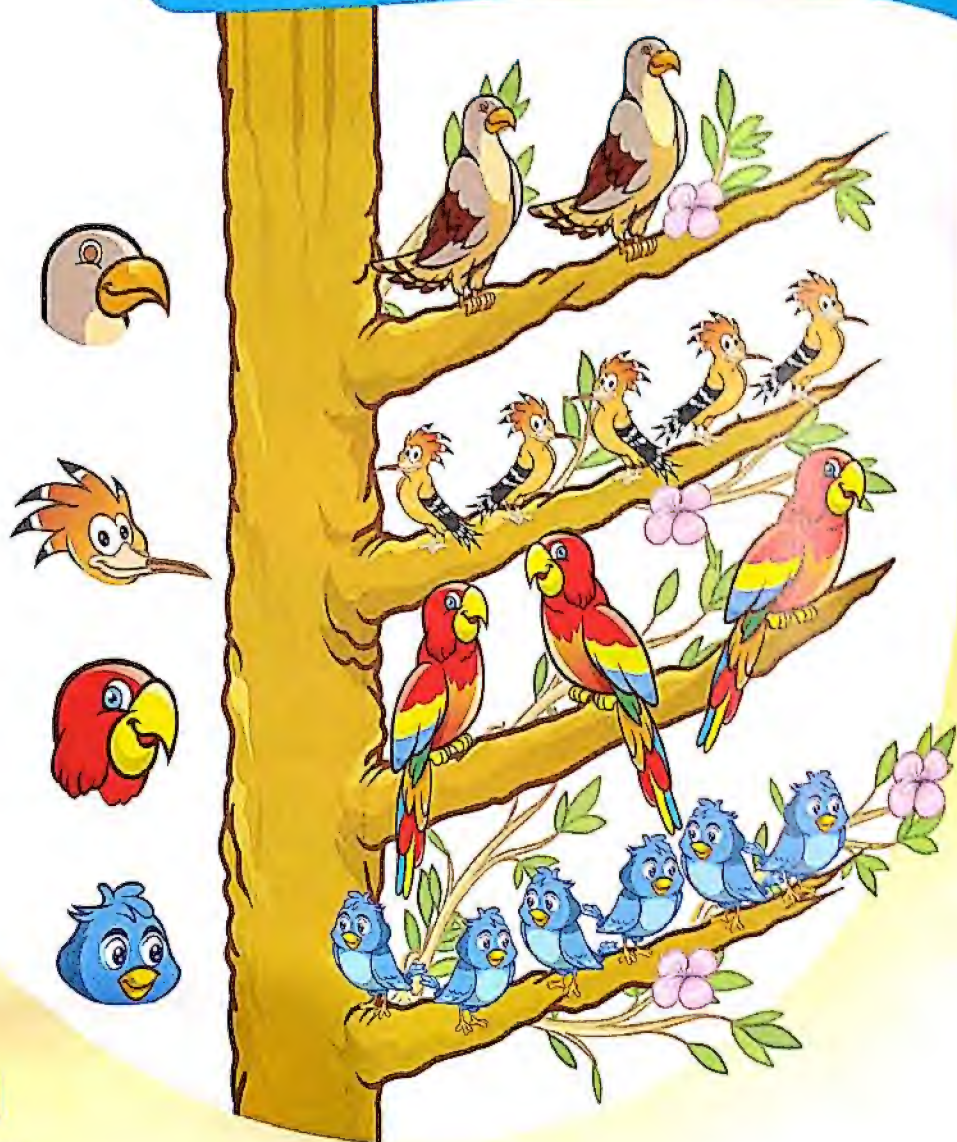
17

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

## Lesson

# 27

## Picture graph



### Outcomes

Students will :

- Organize data into a picture graph.
- Answer questions about data in a picture graph.

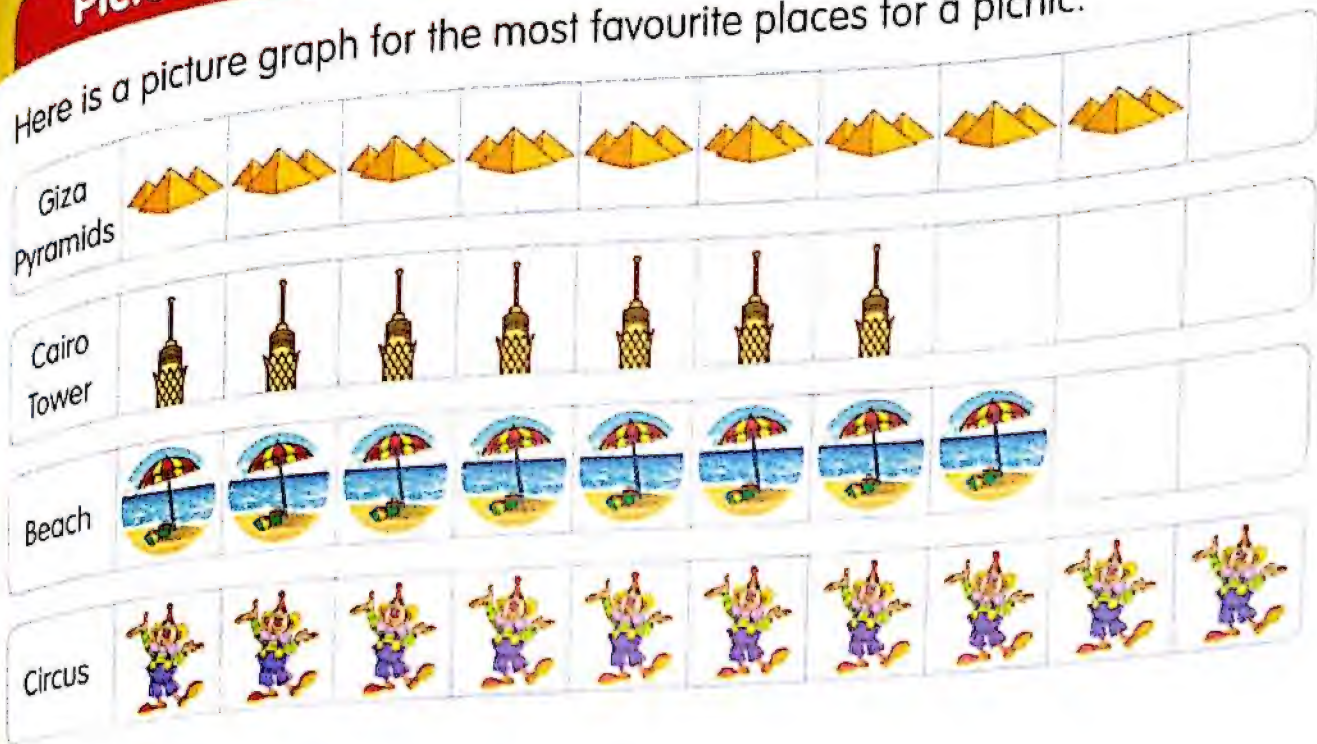
### Key vocabulary

- Picture graph
- Data



# Picture graph

Here is a picture graph for the most favourite places for a picnic.



Complete.

Number of  =

Number of  =

Number of  =

Number of  =

Put ☒ for the correct choice.

• What place has got the most votes ?



• What place has got the least votes ?



Notes for  
parents

What the student has  
learned at school :


Student organized  
data into a picture  
graph. Discussed and  
answered questions  
about data in  
a picture graph.

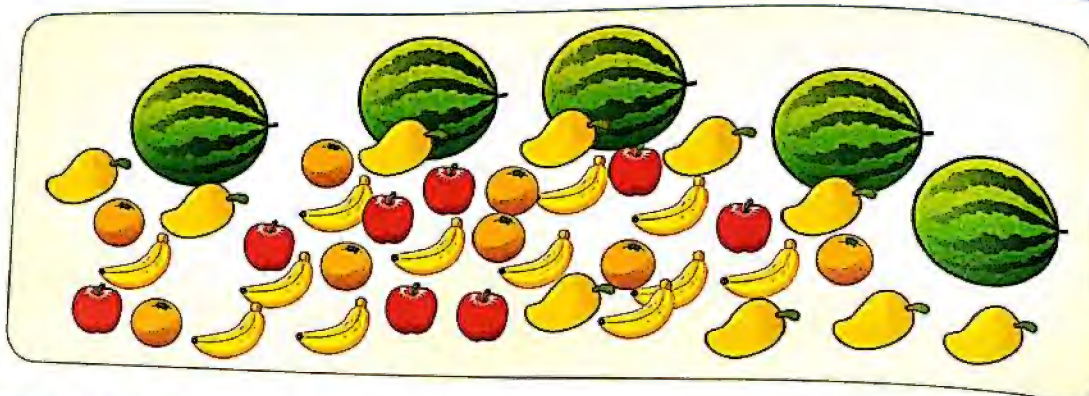
Activities at home :

Make with your  
child a vote in  
the family about  
a place to go for  
a picnic using  
a picture graph.










 Pick each piece of fruits and draw it in the suitable row.







[illegible]

**Complete.**

- Number of  =
- Number of  =
- Number of  =

- Number of  =
- Number of  =

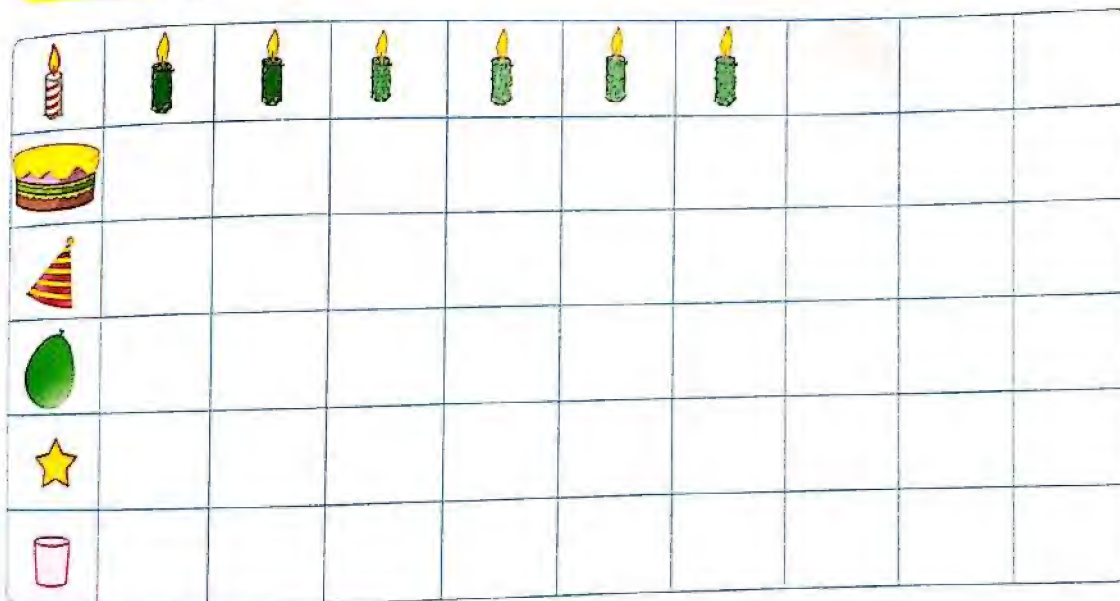
Put ( $>$ ,  $<$  or  $=$ ).

- 2 Chapter 1
- |             |   |                      |           |  |
|-------------|---|----------------------|-----------|--|
| • Number of |  | <input type="text"/> | Number of |  |
| • Number of |  | <input type="text"/> | Number of |  |
| • Number of |  | <input type="text"/> | Number of |  |





Complete the following picture graph.



Mark ✓ for the correct choice.

• What object has the most number ?


☐

☐

☐

☐

☐

☐

• What object has the least number ?


☐

☐

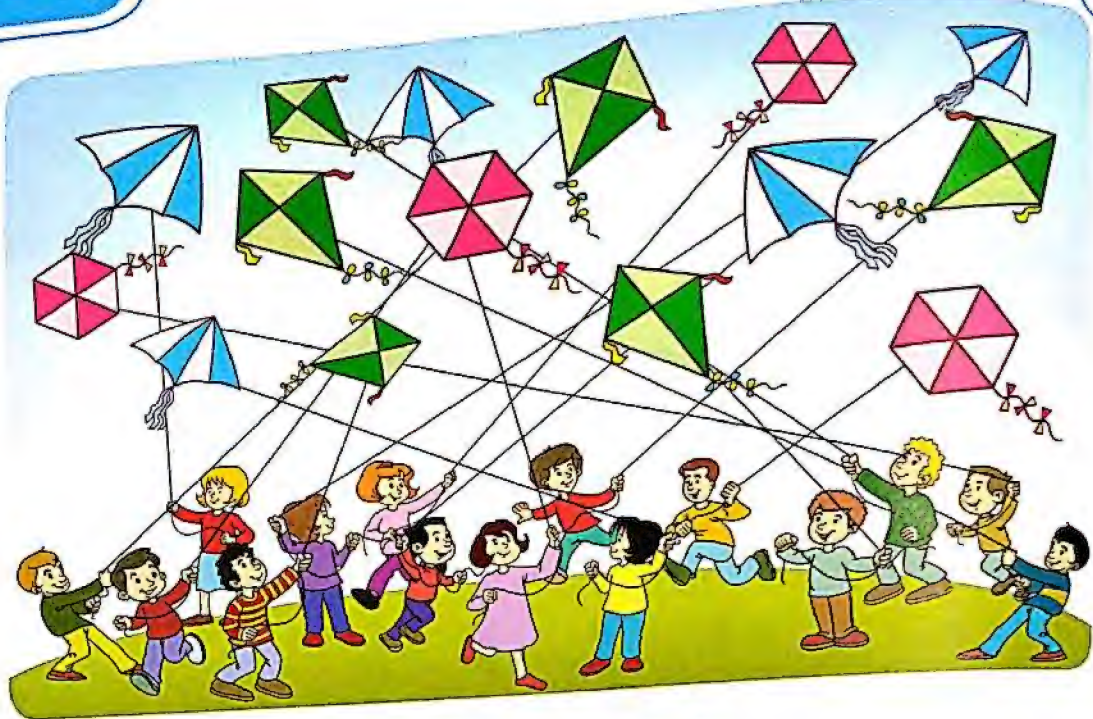
☐

☐

☐

☐



Place  
a sticker

Complete the following picture graph.



Mark ✓ for the correct choice.

- What kite has the most number ?



- What kite has the least number ?



**Notes for parents :** Help your child to know that a picture graph is a way of showing data in a picture.



# Lessons 28-29

## Numbers 18, 19 and 20



### Outcomes

Students will :

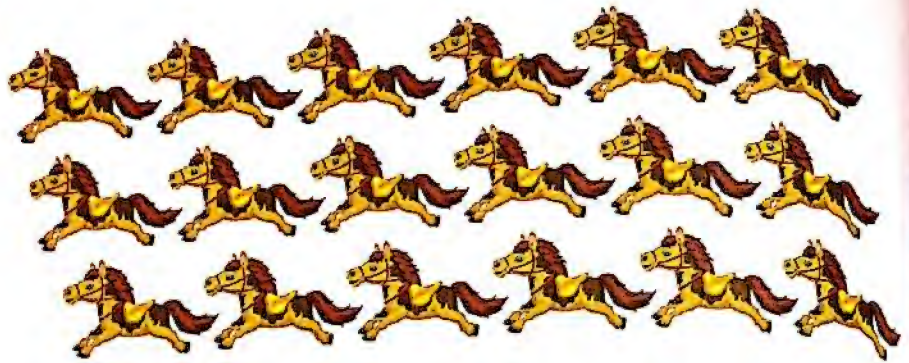
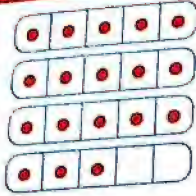
- Count , read and write 18 , 19 and 20.
- Create visual representation of 18 , 19 and 20.

### Key vocabulary

- Today
- Yesterday
- Tomorrow
- 10 more



# 18



Trace and write the number 18.

18 18

Notes for  
parents

What the student has  
learned at school :

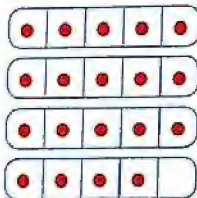
The student wrote  
the numbers 18, 19  
and 20.

Activities at home :

Place a blank  
sheet of paper and  
help your child to  
use colored clay to  
form 18, 19 and 20.

18 19  
20

# 19



Trace and write the number 19.

19 19

Calendar  
(Daily Routine) :

After discussing the  
day's date, ask your  
child to name the  
months in order and  
name the days in  
order.







Trace and write the number 20.

20

20

20

20

20

20

20



Draw ● according to the number.

18

19

20



Plot dots in five frames to represent the number.

18


16


20


19


17

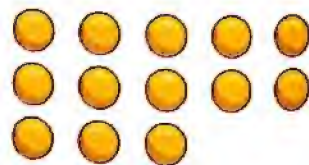

15




Write the number, then put a suitable symbol ( $>$ ,  $<$  or  $=$ ).



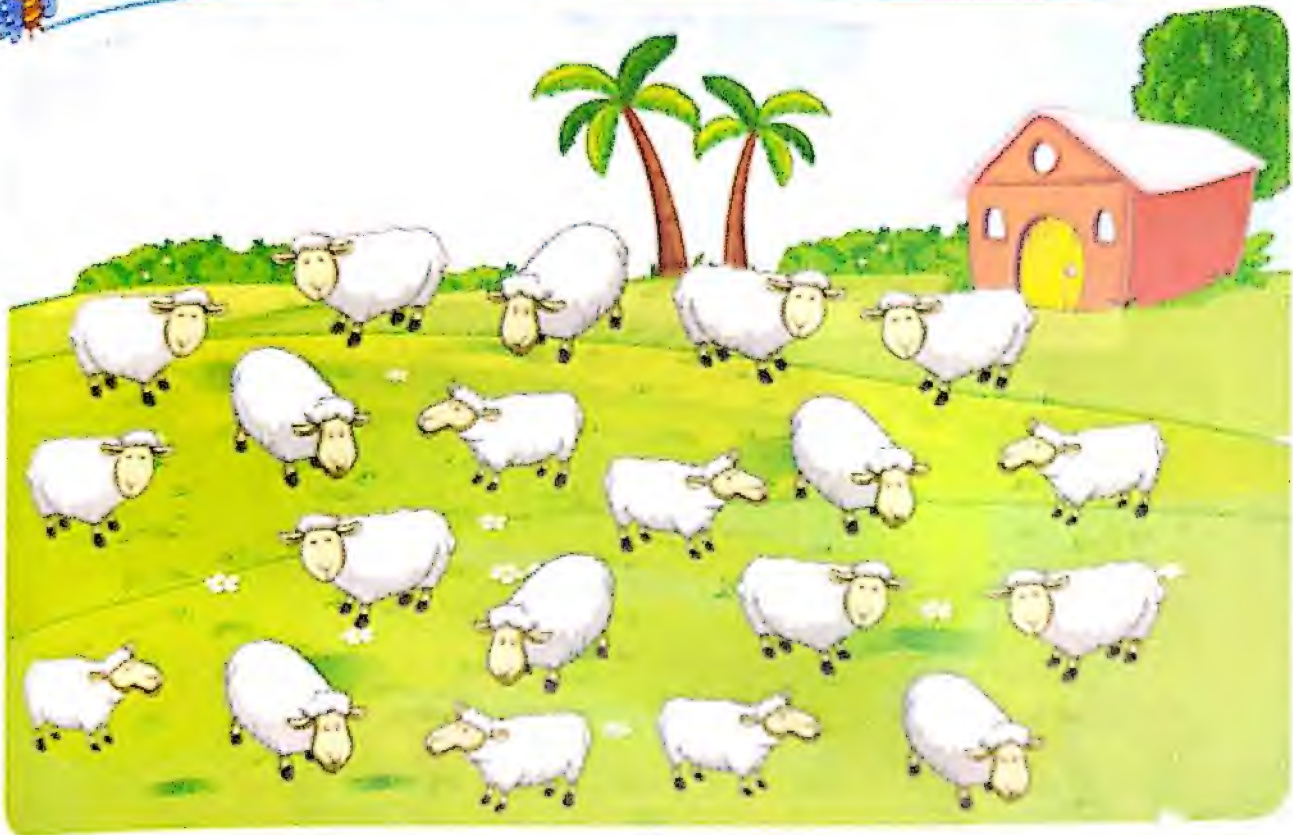
16  $<$  20







Count sheep, then circle each 10 sheep.



Count cows, then circle each 10 cows.





Write the number that comes just after.

14

10

17

16

Write the number that comes just before.

13

17

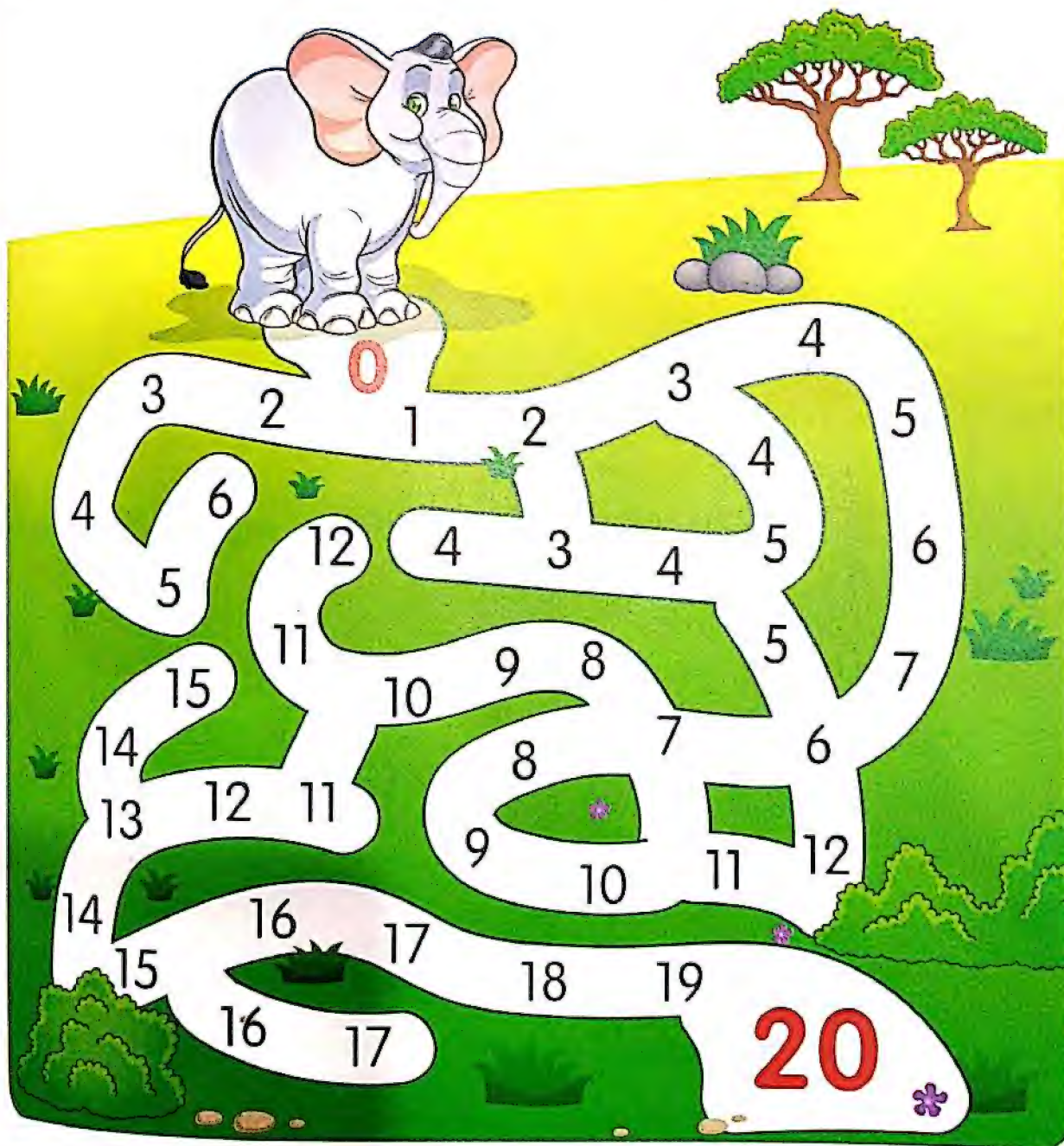
18

16



Place  
a sticker

Draw a line through the maze to get from 0 to 20.

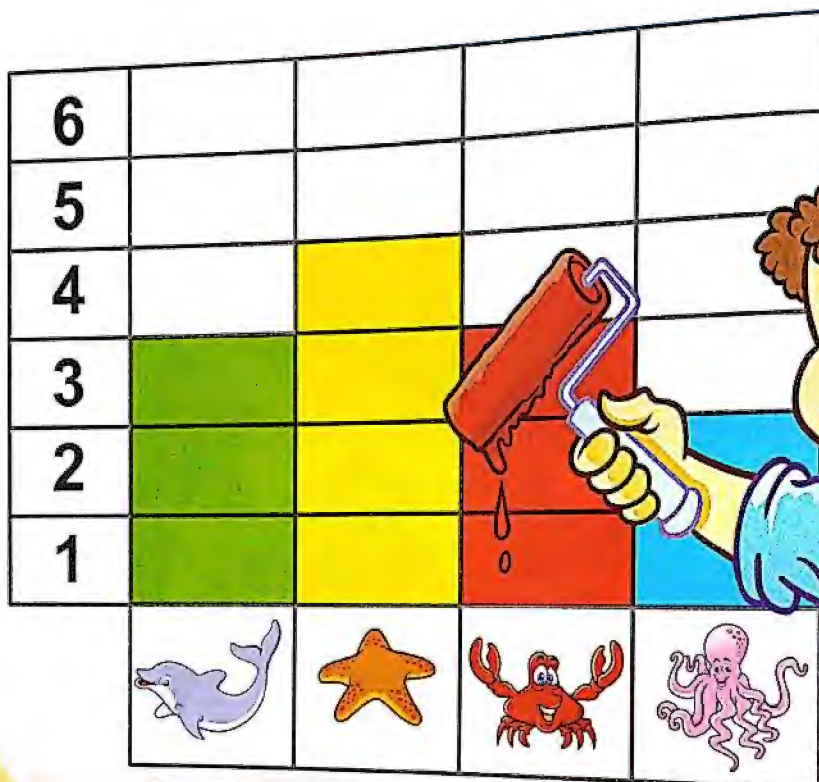


Notes for parents : Ask your child to count aloud from 0 to 20.



# Lesson 30

## Bar graph



### Outcomes

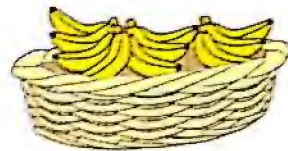
Students will :

- Represent data using bar graph.
- Answer questions about data in a bar graph.

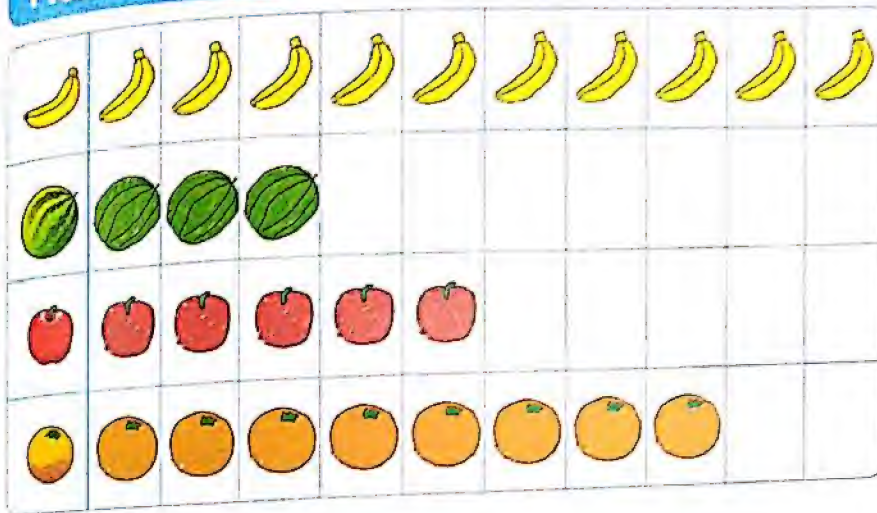
### Key vocabulary

- Today
- Yesterday
- Tomorrow
- Picture graph

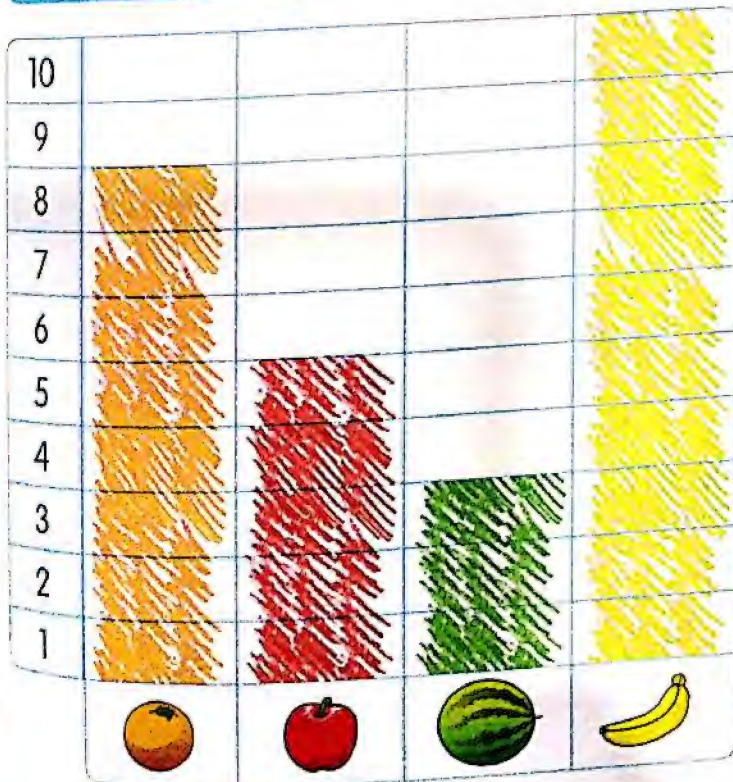




## Picture graph



## Bar graph



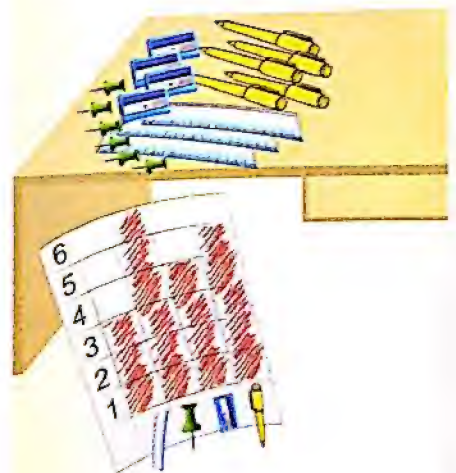
## Notes for parents

What the student has learned at school :

The student organized data into a bar graph, he / she answered questions about data.

## Activities at home :

Make with your child a bar graph using number of tools on his / her table.


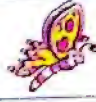









Color according to the number of each item in the picture.



7					
6					
5					
4					
3					
2					
1					
					

Mark ✓ for the correct choice.

- The most number is of


☐

☐

☐

☐

☐

- The least number is of


☐

☐

☐

☐

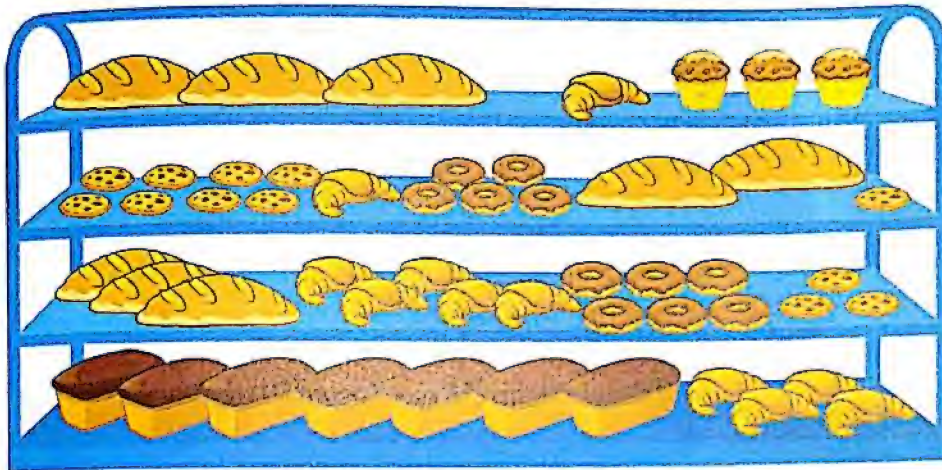
☐



# Bar graph

Place  
a sticker

Color a space in the graph to show how many of each  
treats are in the bakery.



Number of Bakery Treats

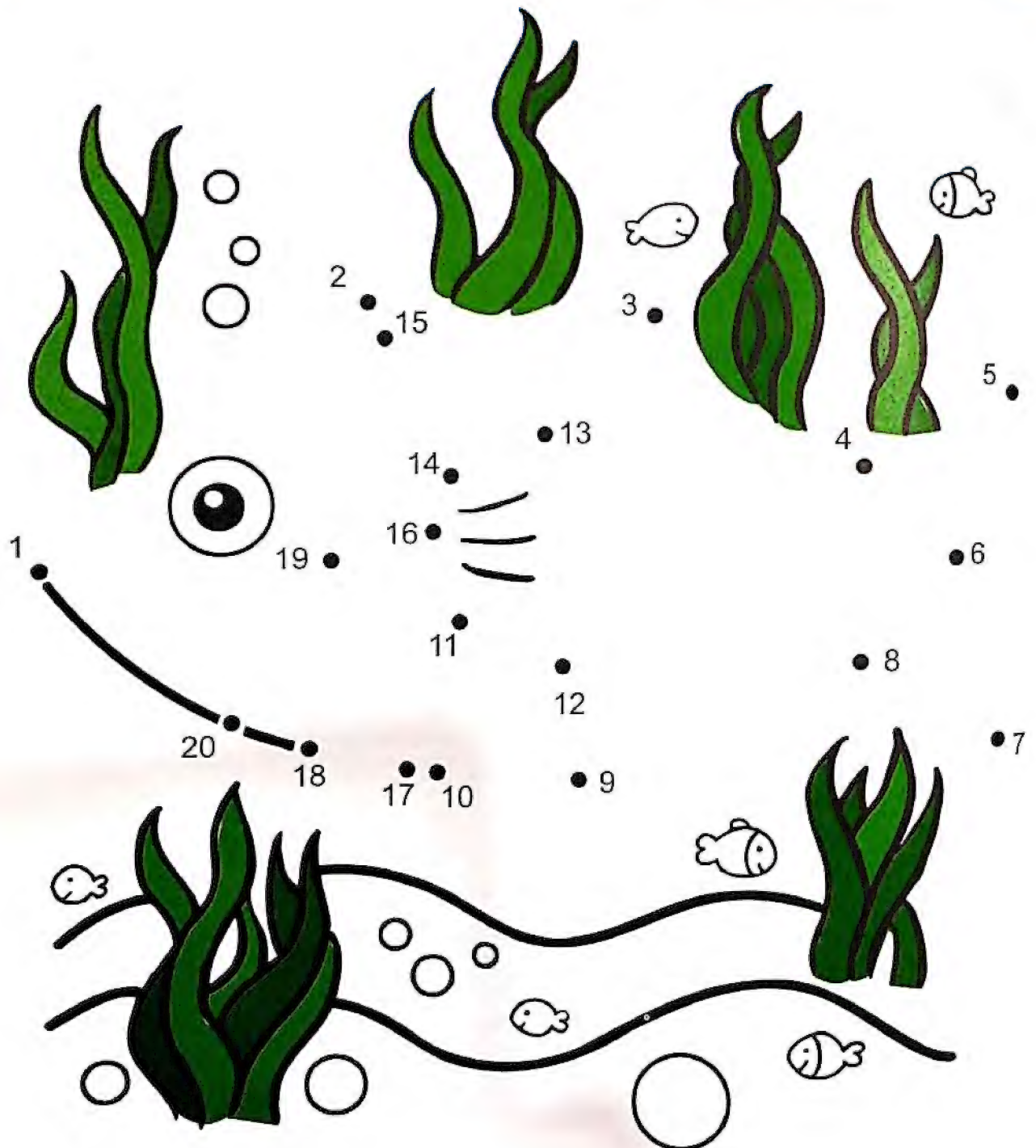


Notes for parents : Ask your child to make a bar graph of your family's favorite fruit.

# Art corner



Join the numbers in order and color the picture.





# Activity



## Numbered Board











You							
Your friend							

### Directions :

- Roll a dice on the numbered board, then notice the number written in the square that the dice stopped in, let your friend do the same.
- Compare between the two obtained numbers. If your number is greater, color a square in the table on your row, if your friend number is greater, let your friend color a square in the table on his row.
- The winner is the one who color all his squares first.

## Progress Chart

This chart lists all the outcomes of this chapter.  
Once your child has learned each outcome, stick a star in the correct box below.

Outcome	Star
Counting, reading and writing 16 and 17	
Using objects to count numbers and find 10 more	
Organizing data into a picture graph	
Answering questions about data in a picture graph	
Counting, reading and writing 18, 19 and 20	
Creating visual representation of 18, 19 and 20	
Representing data using bar graph	
Answering questions about data in a bar graph	



# CHAPTER

# 5



**Lessons 31-32 :** Numbers from 21 to 24 - Classification by color  
- Adding within 10

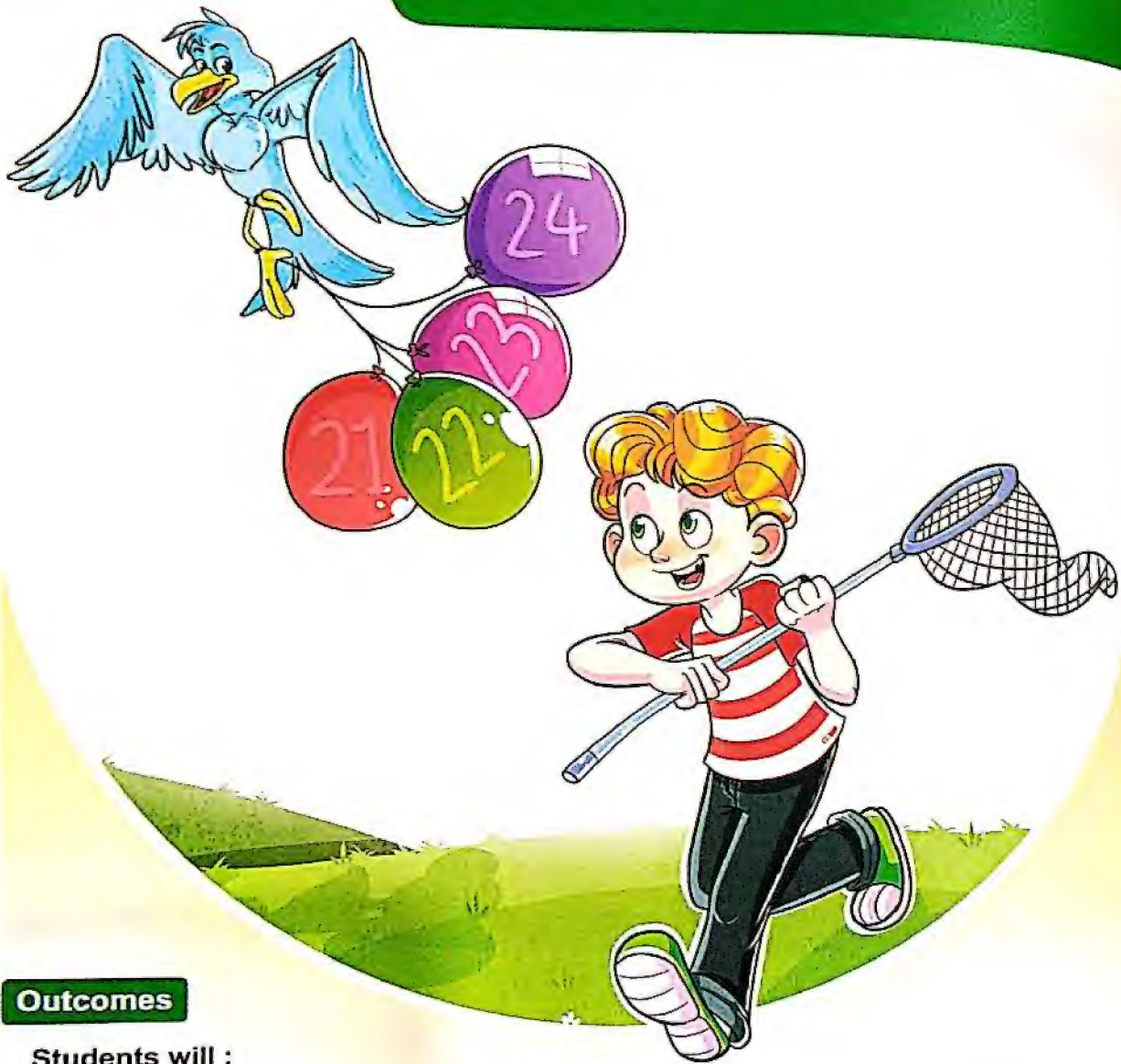
**Lessons 33-34 :** Numbers from 25 to 27

**Lessons 35-36 :** Numbers from 28 to 30 - Classification by shape

**Lessons 37-40 :** Numbers up to 30 - Addition word problem  
- Classification by size

# Lessons 31-32

- Numbers from 21 to 24
- Classification by color
- Adding within 10



## Outcomes

### Students will :

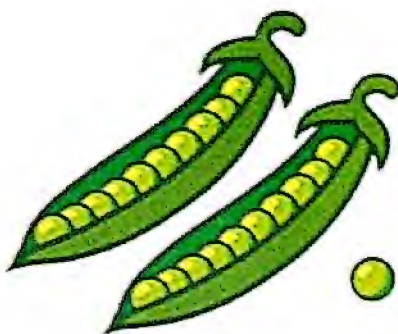
- Count from 1 to 24.
- Apply the ten frames structure as a way to represent quantities.
- Classify objects by color.
- Read and write numerals from 1 to 24.
- Add within 10 using manipulatives.

## Key vocabulary

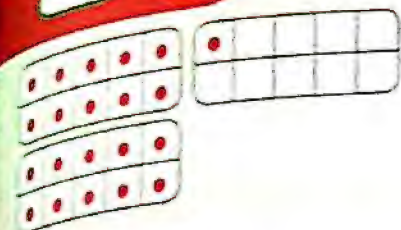
- Addition (Add)
- Ten frames
- Classify
- Word problem
- Equals
- Plus




# 21



2 sets of ten and 1 extra one



 Trace and write the number 21.

21 21 21 21

**Notes for parents**

What the student has learned at school :

The student wrote the numbers from 21 to 24.

**Activities at home :**

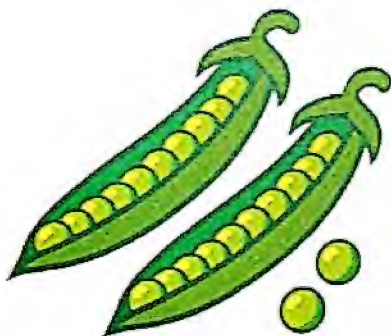
Ask your child to trace and write the numbers from 21 to 24.

Calendar (Daily routine) :

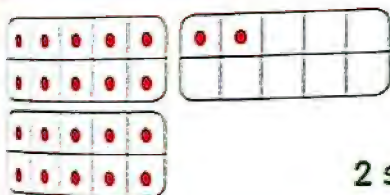
Ask your child to circle the day date on his / her calendar.



# 22



2 sets of ten and 2 extra ones

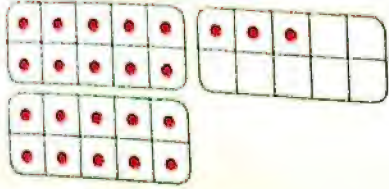


 Trace and write the number 22.

22 22 22 22



# 23



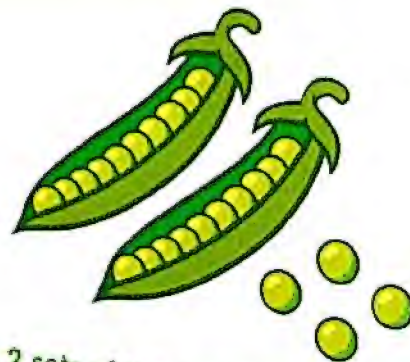
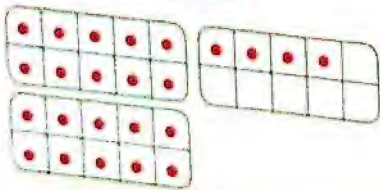
2 sets of ten and 3 extra ones



Trace and write the number 23.

23 23

# 24



2 sets of ten and 4 extra ones



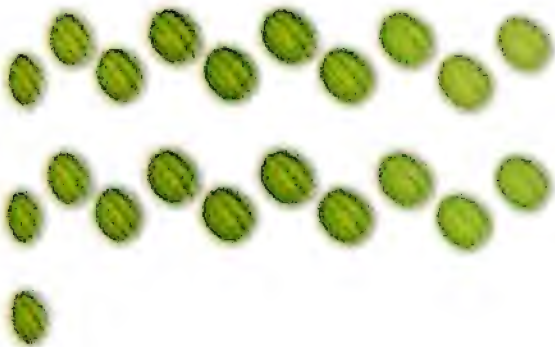
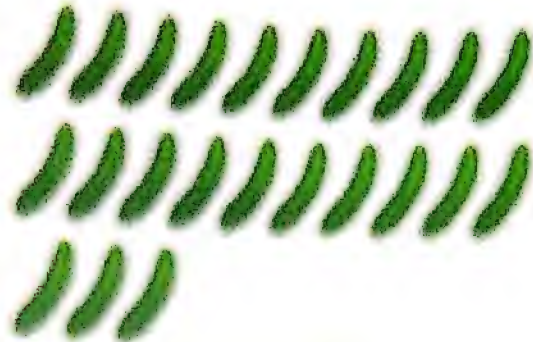
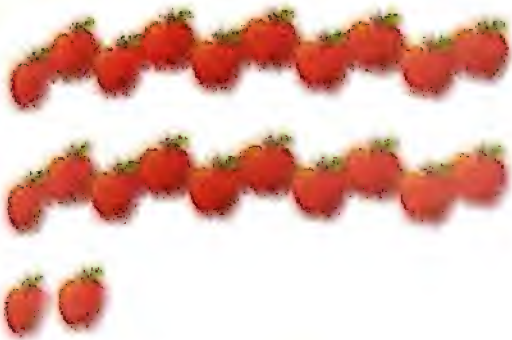
Trace and write the number 24.

24 24





Count the number of objects, then write the number.





Orange



Green



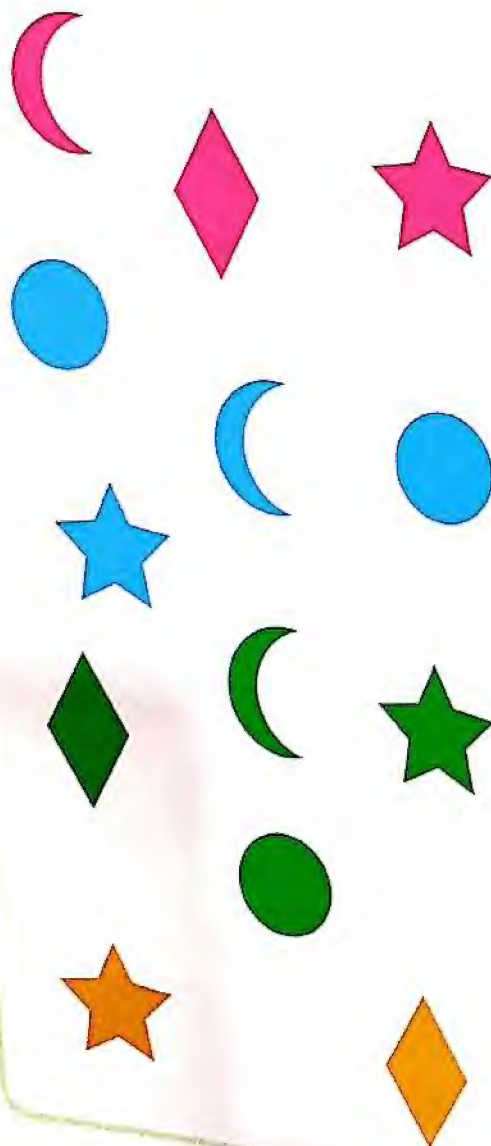
Yellow



Red



Circle the group of the same color.



What the student has learned at school :

The student recognized the colors and classified some objects according to their colors.

**Activities at home :**

Ask your child to collect items of clothing that are the same color and items that are different colors.







3

+

2

=

5

3

plus

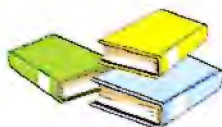
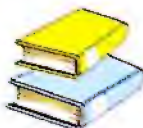
2

equals

5



Write the number, then add.




+

=




+

=




+

=




+

=



What the student has learned at school :

The student recognized the concept of addition he/she used the sign (+) to express addition.

#### Activities at home :

Ask your child to form two sets of objects (pens, books, ... etc.) and let him / her to count objects in each set separately then count objects together as they are in one set, let him / her express this using the sign (+).



Draw ● to find the sum for the problem.  
Write the sum. The first one is done for you.



$$\begin{array}{r} \boxed{\quad\quad\quad\bullet\bullet\bullet\quad} \quad 3 \\ \boxed{\quad\bullet\bullet\bullet\bullet\quad} \quad + \quad 4 \\ \hline 7 \end{array}$$

$$\begin{array}{r} \boxed{\quad\quad\quad\bullet\bullet\quad} \quad 2 \\ \boxed{\quad\bullet\bullet\bullet\bullet\bullet\quad} \quad + \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} \boxed{\quad\bullet\bullet\bullet\bullet\bullet\quad} \quad 5 \\ \boxed{\quad\quad\quad\bullet\bullet\bullet\quad} \quad + \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} \boxed{\quad\bullet\bullet\bullet\bullet\bullet\bullet\bullet\quad} \quad 7 \\ \boxed{\quad\quad\quad\bullet\bullet\bullet\quad} \quad + \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} \boxed{\quad\bullet\bullet\bullet\bullet\bullet\bullet\bullet\quad} \quad 7 \\ \boxed{\quad\quad\quad\bullet\bullet\quad} \quad + \quad 2 \\ \hline \end{array}$$

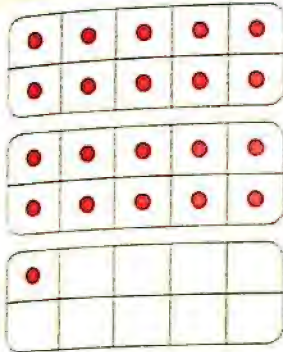
$$\begin{array}{r} \boxed{\quad\quad\quad\bullet\quad} \quad 1 \\ \boxed{\quad\bullet\bullet\bullet\bullet\bullet\bullet\quad} \quad + \quad 6 \\ \hline \end{array}$$



- Numbers 21 and 22
- Classification by color

Place  
a sticker

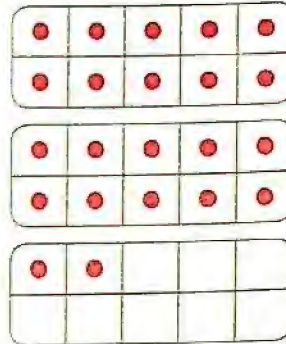
Count the dots and write the number.



\_\_\_\_\_

-----

\_\_\_\_\_

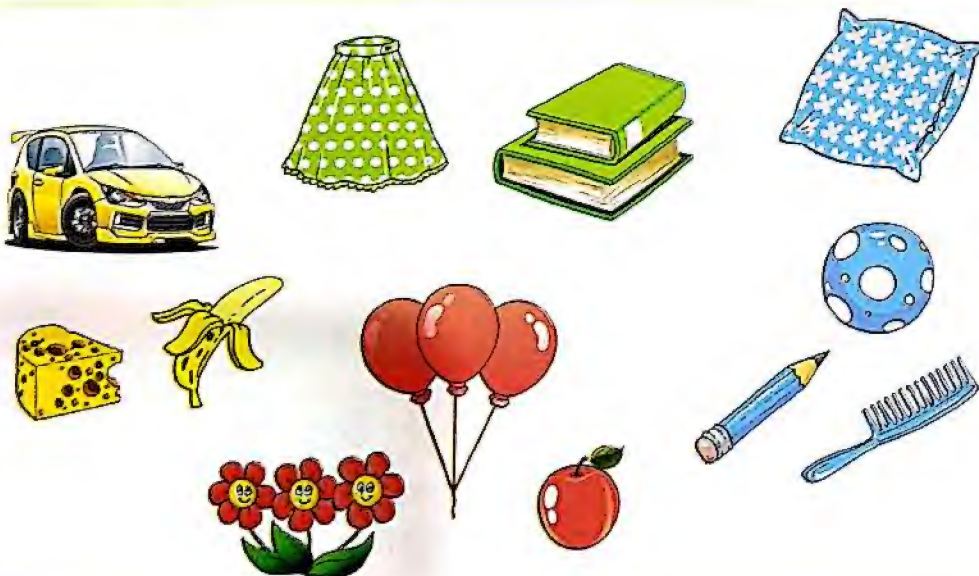


\_\_\_\_\_

-----

\_\_\_\_\_

Circle the group of the same color.



Notes for parents : Ask your child to name objects in his/her room that are green, blue, red or yellow.

place  
a sticker

Write the number that comes just after.

Write the number that comes just before.

<input type="text"/>	11	<input type="text"/>	23
<input type="text"/>	20	<input type="text"/>	9

Add.

$$\boxed{3} + \boxed{6} =$$

$$\boxed{1} + \boxed{2} =$$

$$\boxed{5} + \boxed{5} =$$

$$\boxed{3} + \boxed{5} =$$



# Lessons 33-34

## Numbers from 25 to 27



### Outcomes

Students will :

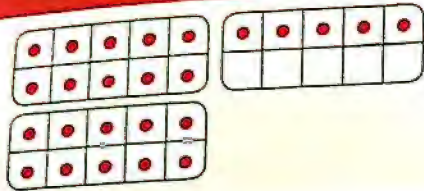
- Count from 1 to 27.
- Read and write the numerals 25 , 26 and 27.
- Apply the ten frames structure as a way to represent quantities.
- Add within 10 using manipulatives.
- Classify objects by color.

### Key vocabulary

- Addition (Add)
- Classify
- Plus
- Ten frames
- Equal sign (=)



# 25



2 sets of ten and 5 extra ones



Trace and write the number 25.

25 25 25 25

Notes for  
parents

What the student has  
learned at school :

The student wrote  
the numbers from  
25 to 27.

Activities at home :

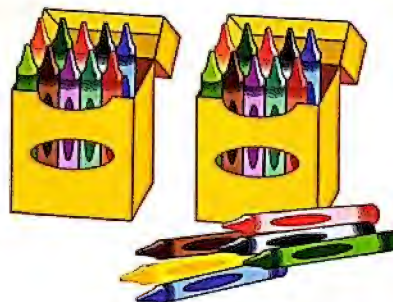
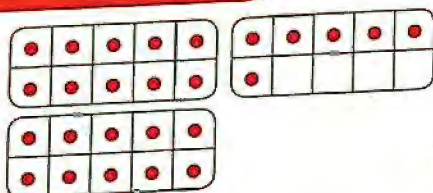
Ask your child to  
trace and write the  
numbers from 25  
to 27.

Calendar  
(Daily routine) :

- Discuss the day's  
date, ask your child  
to count months,  
beginning with  
January as 1 and  
matching each  
month with a number  
from 1 to 12.
- Ask him / her to  
draw an X on the  
day's date.



# 26



2 sets of ten and 6 extra ones

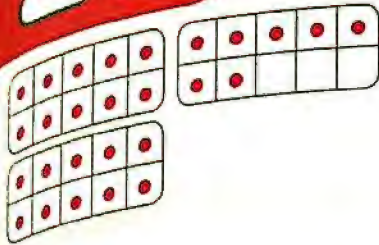


Trace and write the number 26.

26 26 26 26



# 27



2 sets of ten and 7 extra ones



Trace and write the number 27.

27 27 27 27



Draw the dots to express each number by using five frames.

25


26

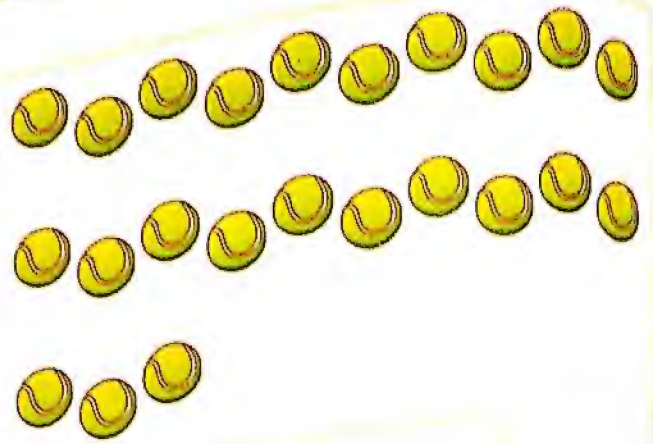

27



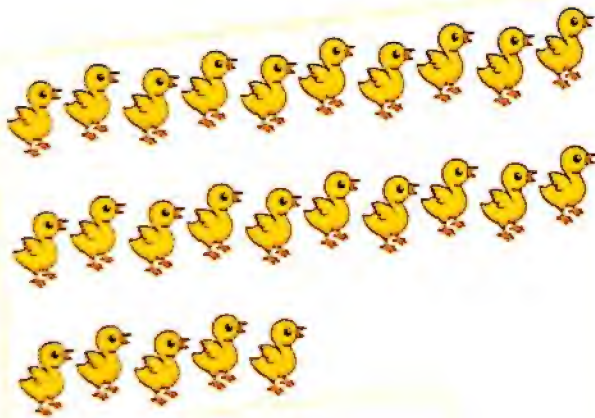

Count and write the number.



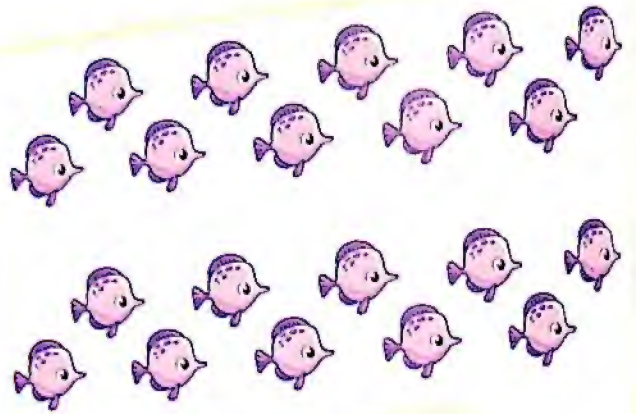
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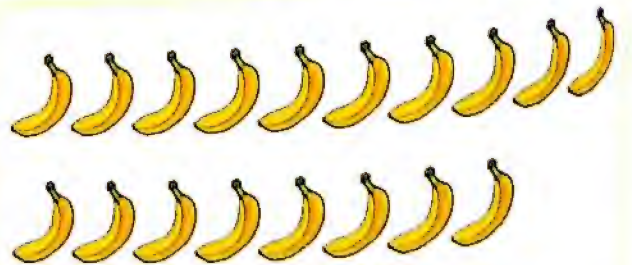
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_





$$\begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$



5



$$\begin{array}{r} 3 \\ + 1 \\ \hline \end{array}$$



$$\begin{array}{r} 3 \\ + 4 \\ \hline \end{array}$$



$$\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$$



$$\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$$



$$\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$$



- Number 25
- Classification by color

Place  
a sticker

Draw dots according to the number.

24

25

Color the similar objects with the same color.



Notes for parents : Ask your child to name fruits and vegetables that have the same color.



- Numbers 26 and 27
- Adding within 10

Place  
a sticker

Count, write the number, then write ( $>$ ,  $<$  or  $=$ ).



Add.

$$\begin{array}{r} + 2 \\ 8 \\ \hline \end{array}$$

$$\begin{array}{r} + 2 \\ 5 \\ \hline \end{array}$$

$$\begin{array}{r} + 4 \\ 1 \\ \hline \end{array}$$

$$\begin{array}{r} + 7 \\ 0 \\ \hline \end{array}$$

$$\begin{array}{r} + 6 \\ 3 \\ \hline \end{array}$$

$$\begin{array}{r} + 3 \\ 3 \\ \hline \end{array}$$



$$\begin{array}{r} + 3 \\ 2 \\ \hline \end{array}$$

$$\begin{array}{r} + 5 \\ 3 \\ \hline \end{array}$$

# Lessons 35-36

- Numbers from
- Classification by shape



## Outcomes

Students will :

- Count from 1 to 30.
- Classify objects by shape and color.
- Apply the ten frames structure as a way to represent quantities.
- Read and write the numerals 28, 29 and 30.
- Add within 10 using pictures and objects.

## Key vocabulary

- Addition (Add)
- Ten frames
- Classify
- Equal sign (=)
- Plus
- Symbols
- Circle
- Triangle
- Square



# 28



2 sets of ten and 8 extra ones



Trace and write the number 28.

28 28 28 28

Notes for parents

What the student has learned at school :

The student wrote the numbers from 28 to 30.

Activities at home :

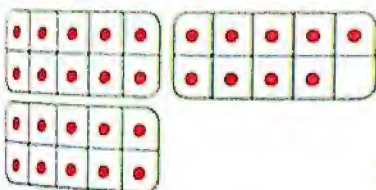
Ask your child to trace and write the numbers from 28 to 30.

Calendar (Daily routine) :

Ask your child if today is Monday, what was yesterday? and what will tomorrow be?



# 29



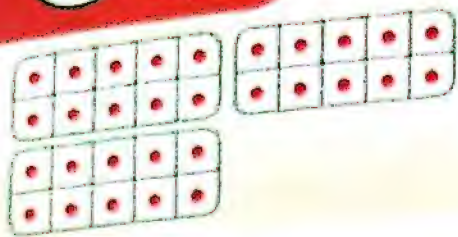
2 sets of ten and 9 extra ones



Trace and write the number 29.

29 29 29 29

# 30



3 sets of ten



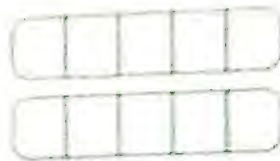
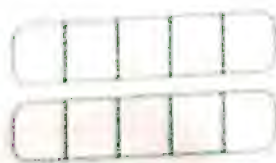
Trace and write the number 30.

30 30 30 30

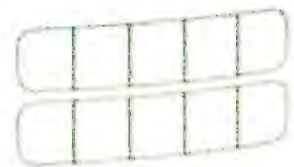
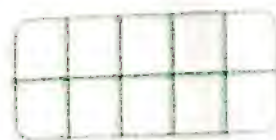


Draw the dots to express each number using five and ten frames.

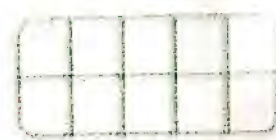
28



29



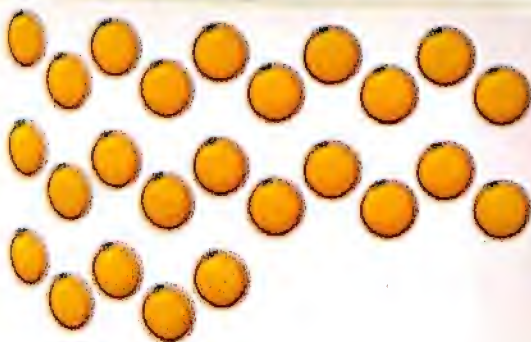
30

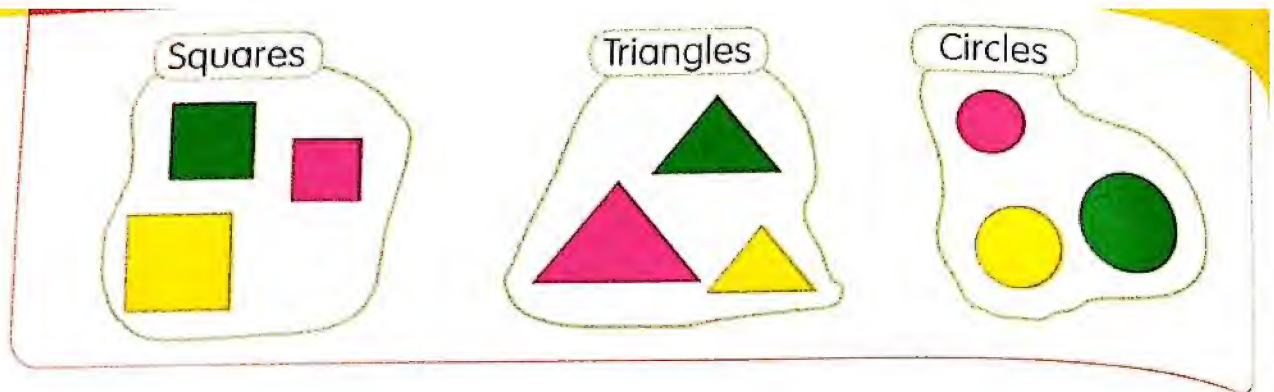




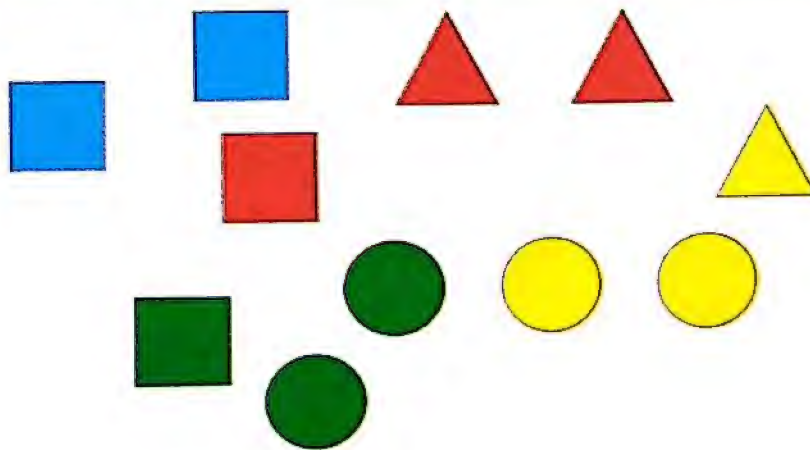


Count and write the number.





Circle the objects having the same shape.

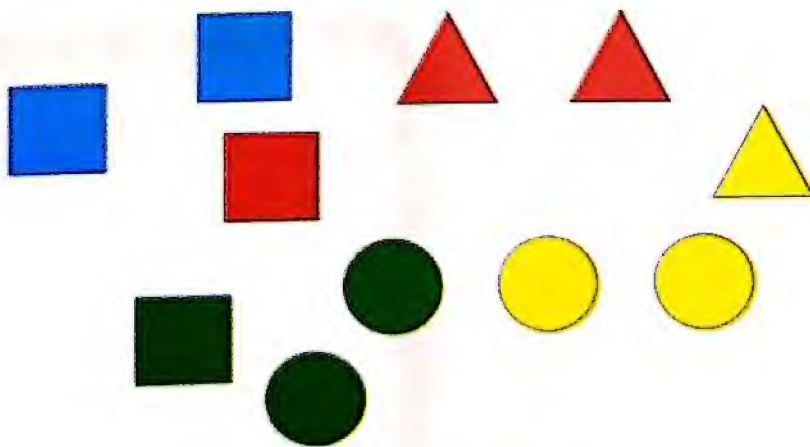


What the student has learned at school :

The student recognized circle, triangle and square and he/she classified some items according to their shapes.

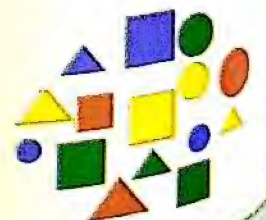


Circle the objects having the same color.



#### Activities at home:

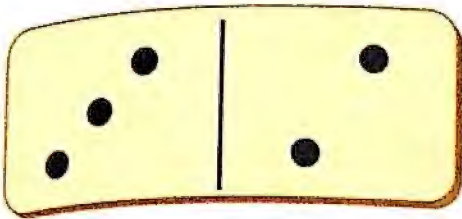
- Provide your child some various shapes mixed together.
- Ask your child to sort the shapes so all the circles are together, all the squares are together and so on.



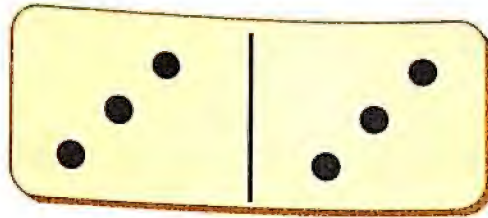




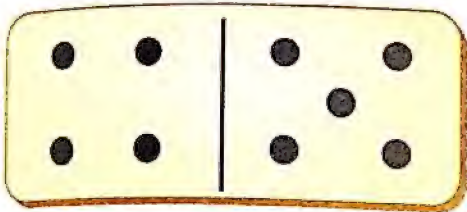
Write the number of dots, then add.  
The first one is done for you.



$$3 + 2 = 5$$



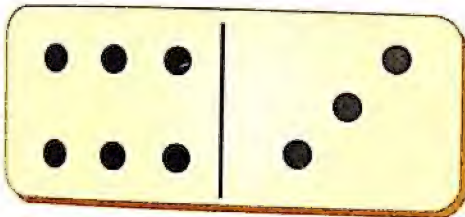
$$\dots + \dots = \dots$$



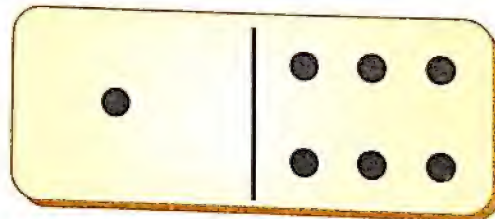
$$\dots + \dots = \dots$$



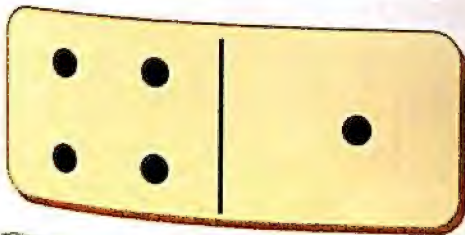
$$\dots + \dots = \dots$$



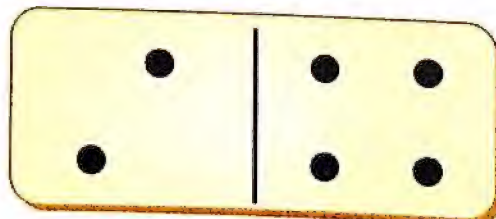
$$\dots + \dots = \dots$$



$$\dots + \dots = \dots$$



$$\dots + \dots = \dots$$

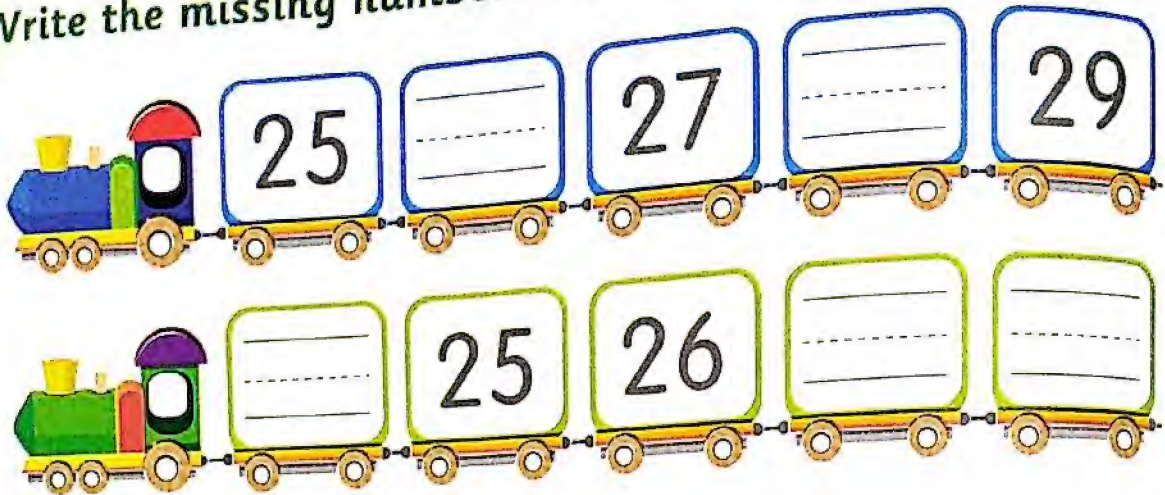


$$\dots + \dots = \dots$$

- Numbers up to 29
- Classification by color and shape

Place  
a sticker

Write the missing numbers on each train.



Complete with ( $>$ ,  $<$  or  $=$ ).

$$20 \bigcirc 25$$

$$28 \bigcirc 28$$

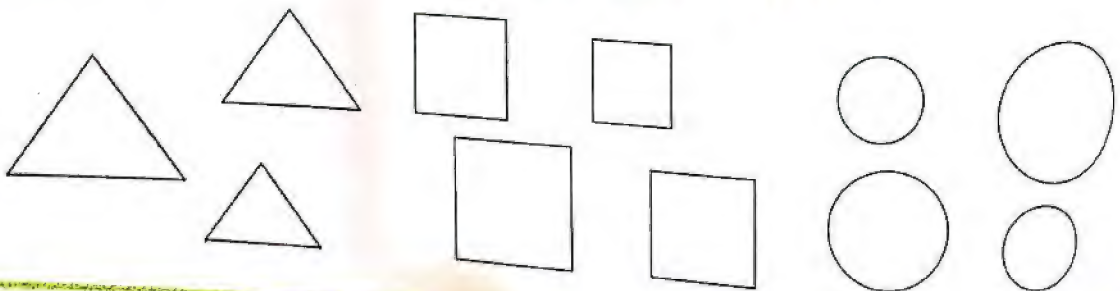
$$27 \bigcirc 25$$

$$21 \bigcirc 29$$

$$0 \bigcirc 28$$

$$28 \bigcirc 23$$

Color the same shapes with the same color.



Notes for parents : Ask your child to count in order from 0 to 29.



- Numbers up to 30
- Adding within 10

Place  
a sticker

Write the missing numbers.



20

22

24

26

28

30

Add, then complete using ( $<$ ,  $>$  or  $=$ ).

$3 + 4$

$5 + 1$

$6 + 3$

$7 + 2$

$9 + 0$

$5 + 5$



### Outcomes

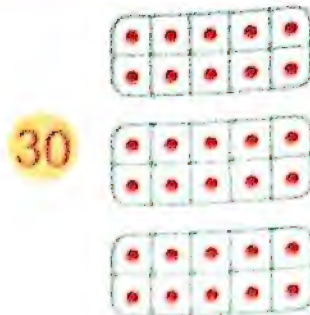
Students will :

- Read and write numerals from 0 to 30.
- Classify objects by their color, shape and size.
- Use addition within 10 to solve word problems.

### Key vocabulary

- |                  |              |            |                 |                |         |
|------------------|--------------|------------|-----------------|----------------|---------|
| - Addition (Add) | - Plus       | - Classify | - Large         | - Medium       | - Small |
| - Equal sign (=) | - Ten frames | - Symbols  | - Skip counting | - Word problem |         |





Each bag contains 10 sweets.  
Write the number of sweets.



### Notes for parents

What the student has learned at school :

The student counted by 10's

### Activities at home




Ask your child to bring a piece of cloth and water colors and let each of the child and his/ her parents to paint their palms and print on the cloth, then let the child count the number of colored fingers using 10's.

Complete counting by 10's.


10	—	30
----	---	----

10	20	
----	----	--






Bassem has 2  and Amgad has 5   
How many  do they both have?



What they both have =  +  =  






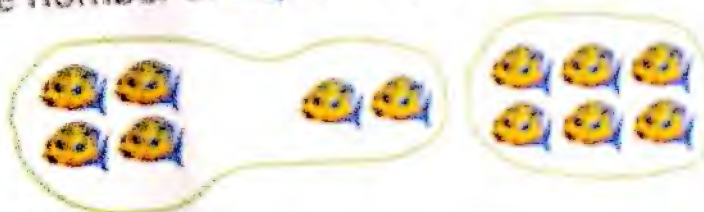
Solve each of the following.

Wael has 5  in Arabic and 4  in English  
How many  does Wael have?



What Wael has =  +  =  

Ali caught 4  and Rami caught 2   
Find the number of  with both.



The number of fish =  +  =  

Notes for parents

What the student has learned at school:

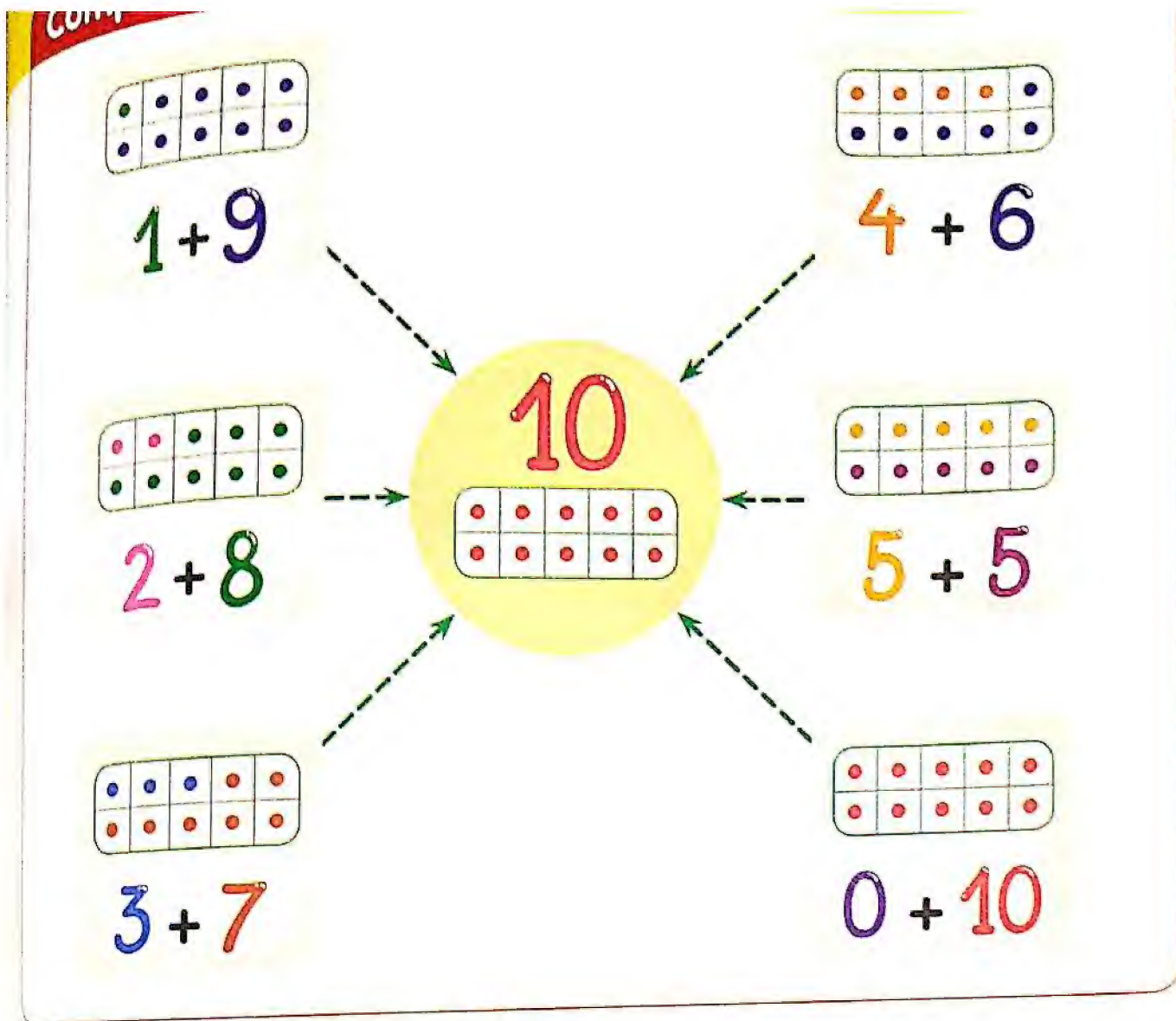
The student learns to solve word problems. He represented these numbers (in the story problem) by pictures and counted them, then wrote it by using (+) and (=).

Activities at home:

Ask your child to give you 3 pencils and ask him/her again to give you 4 pencils.

Ask him/her how many pencils you have now.





Match to make 10.

2

0

5

3

4

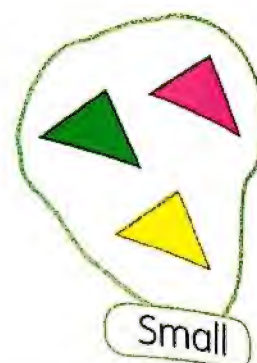
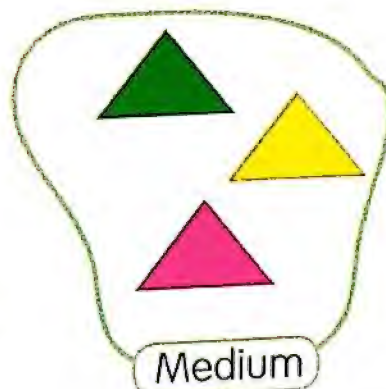
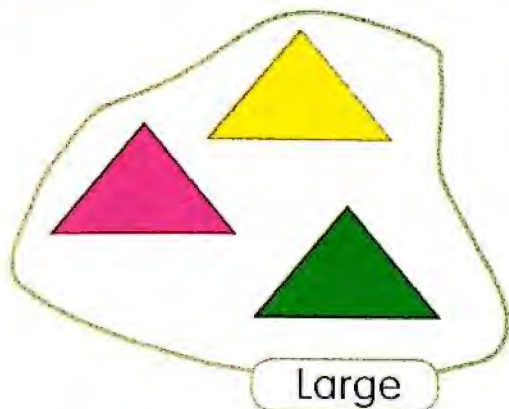
5

8

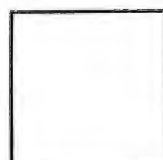
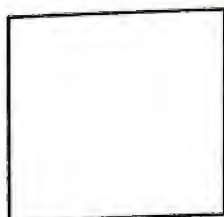
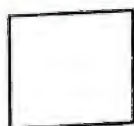
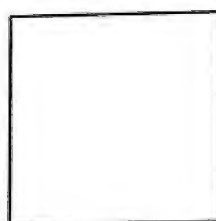
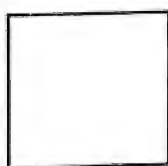
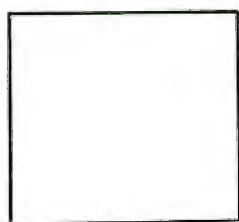
10

6

7



**Color the squares that have the same size by the same color.**



What the student has learned at school :

The student classified some items according to their size.

#### **Activities at home :**

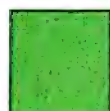
Use objects of different shapes, sizes and colors and ask your child to classify them according to their sizes and classify them another time by their color and shapes.



Circle the objects having the same shape  
( $\triangle$  -  $\square$  -  $\circ$ ).



Circle the objects having the same size  
(Large - Medium - Small).



Circle the objects having the same color  
(Red - Yellow - Green).



Write the numbers.

--	--	--

Write the missing numbers.

12	.....	.....	.....	16	17	.....	.....	.....	21	22
.....	29	.....	.....	26	.....	.....	.....			

Complete by using ( $>$ ,  $<$  or  $=$ ).

25  23

28  30

12  8

16  16

20  5

27  17


Notes for parents : Review with your child counting, writing and ordering numbers up to 30.



## Addition word problems

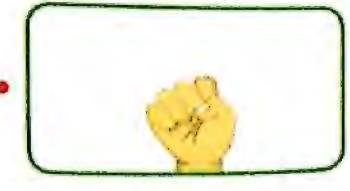
Place  
a sticker

Solve each of the following word problems.

Karim has 3  and Hany has 7 How many  do they both have ?What they both have =  +  =  Mariam has 2 cats and her brother Amr has 5 dogs.  
How many pets do they have ?The pets they have =  +  =  petsSameh has 4 big fish. He also has 3 small fish.  
How many fish does he have ?What he has =  +  =  fish

www  
is  
51228

Count, write the numbers then match to make 10.

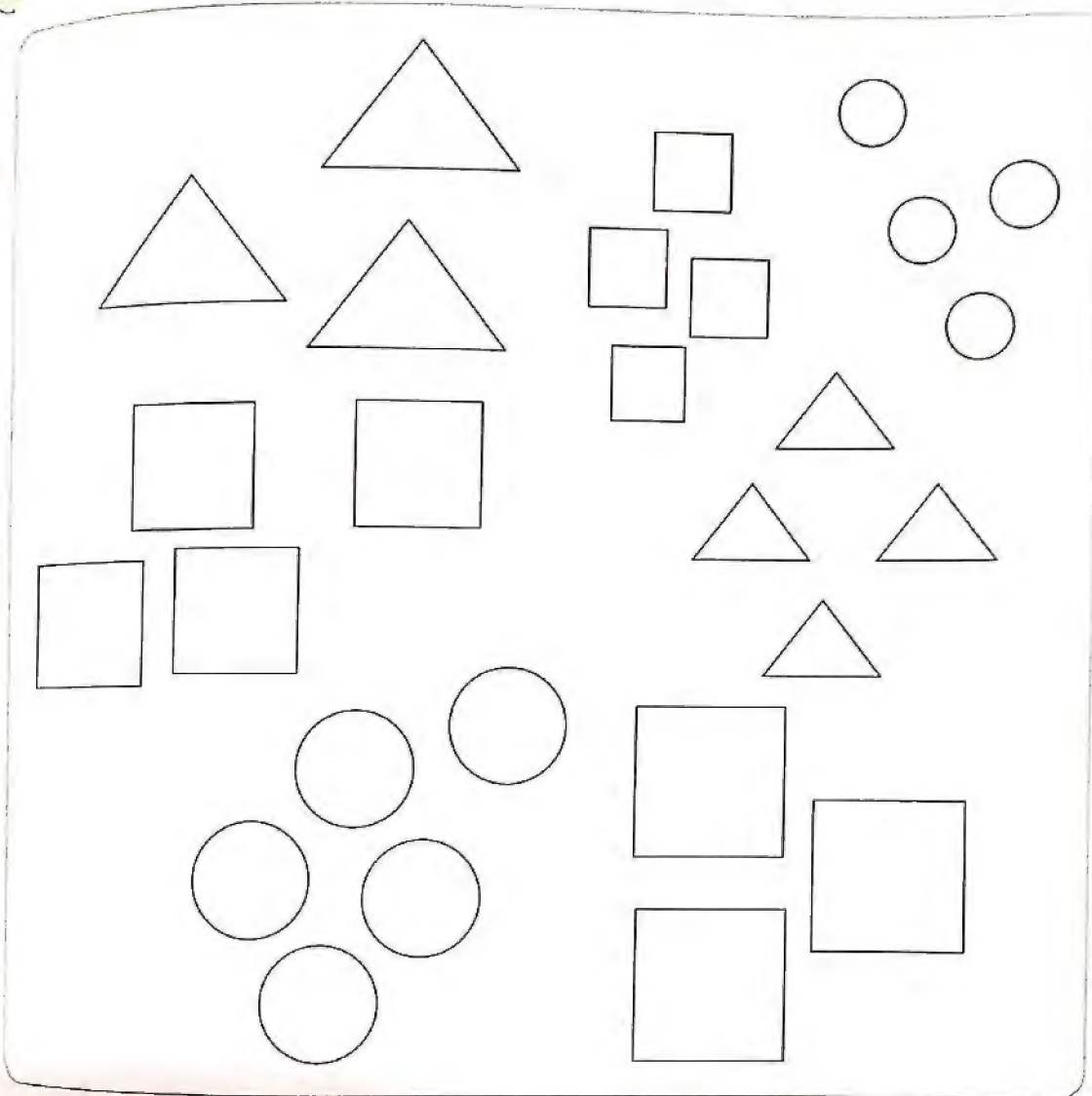




# Classification

Place  
a sticker

Color triangles with green, circles with red and squares with yellow.



Circle the group of the same size.

Notes for parents : Use some buttons different in size and color and ask your child to make groups according to size and color.



Add and color the picture according to the answers.

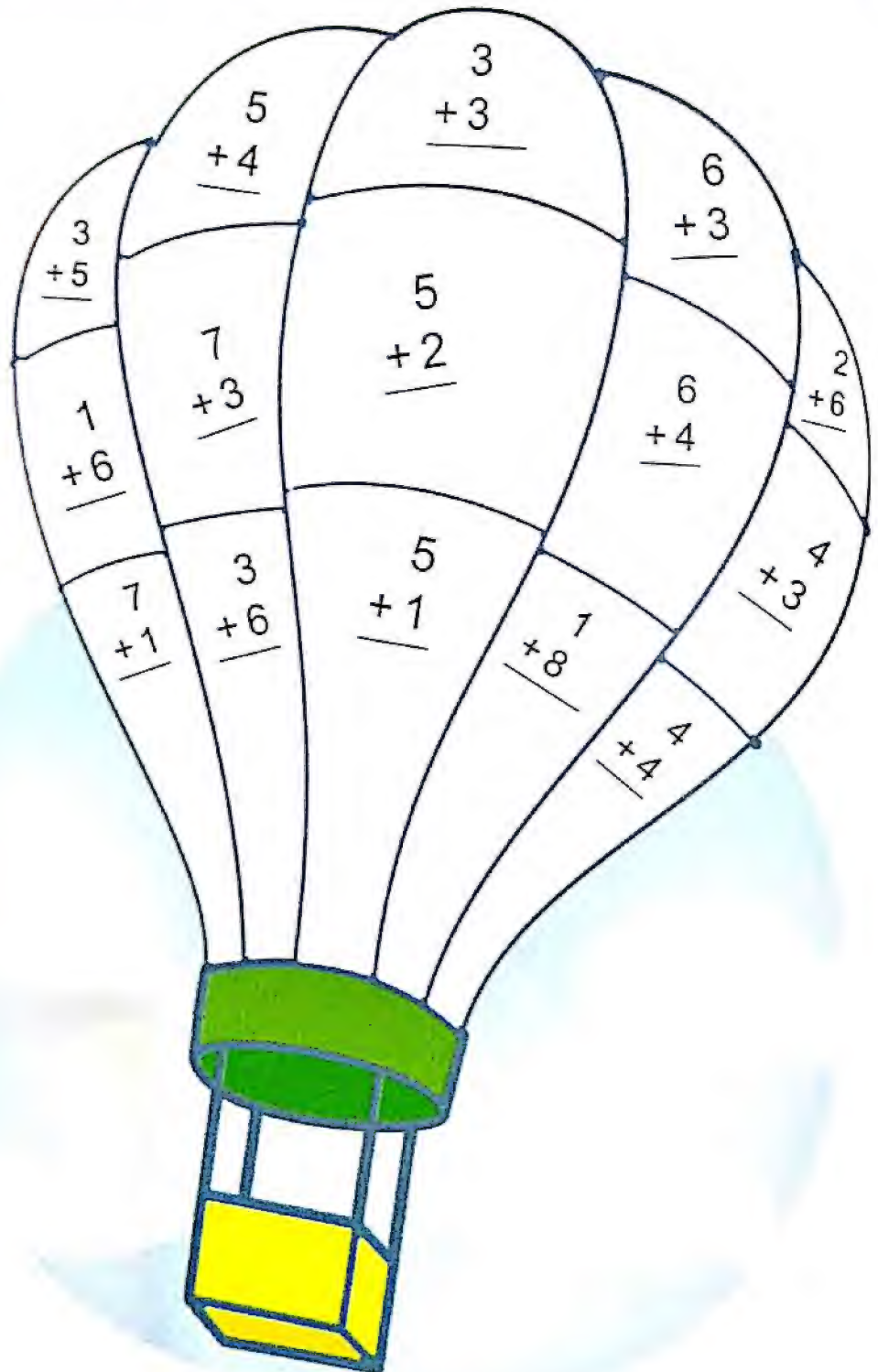
Orange 6

Blue 7

Red 8

Yellow 9

Green 10





# Make a Ten



**Directions :**

- Each player puts a marker on the start. Players take turns to roll a dice. The player looks at the number on the dice and works out how much more is needed to make 10.
- The player then moves to the next space with this number. For example, if a player throws 4. He would move to 6. The first player to reach the finish is the winner.

**This chart lists all the outcomes of this chapter.**  
Once your child has learned each outcome, stick a star in the correct box below.

## Outcome

## Star

Counting, reading and writing the numbers from 1 to 24



Applying the ten frames structure as a way to represent quantities



Classifying objects by color



Adding within 10 using manipulatives



Counting, reading and writing the numbers from 1 to 27



Adding within 10 using pictures and objects



Classifying objects by shape and color



Counting, reading and writing the numbers from 0 to 30



Classifying objects by their color, shape and size



Using addition within 10 to solve word problems





# CHAPTER

# 6



Lessons 41-43 : Numbers from 31 to 35 - Subtracting within 10

Lessons 44-46 : Numbers from 36 to 40 - Subtracting within 10  
using the number line

Lessons 47-48 : The relation between addition and subtraction -  
Subtraction word problem

Lessons 49-50 : Addition fact family



# Lessons 41-43

- Numbers from 31 to 35
- Subtracting within 10



## Outcomes

### Students will :

- Count by ones and tens up to 35.
- Demonstrate understanding of the relationship between numbers and quantities up to 35.
- Subtract within 10 using objects and drawings.
- Read and write numerals up to 35.

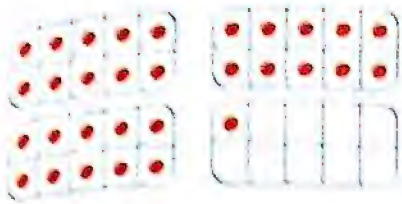
## Key vocabulary

- |             |                |              |                          |          |
|-------------|----------------|--------------|--------------------------|----------|
| - Calendar  | - Month        | - Day        | - Subtraction (Subtract) | - Equals |
| - Less than | - Greater than | - Ten frames | - Minus (-)              |          |

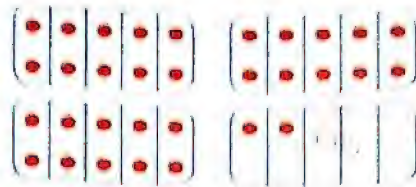


# 31 & 32

31



32



Count the objects and write the number.



3 sets of ten and 1 extra one

31 31



3 sets of ten and 2 extra ones

32 32

## Notes for parents

What the student has learned at school :

The student counted by ones and tens up to 35, read and wrote the numerals up to 35.

## Activities at home :

Have fun finding things to count at home like pasta and beans.

Calendar (Daily routine) :

Ask your child questions as :

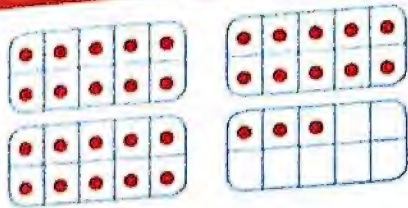
- What is the current month ?
- What are the names of the week days ?



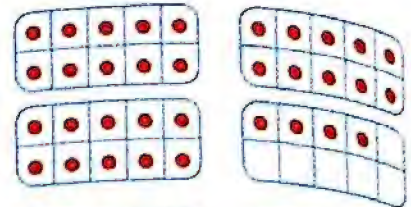


# 33, 34 & 35

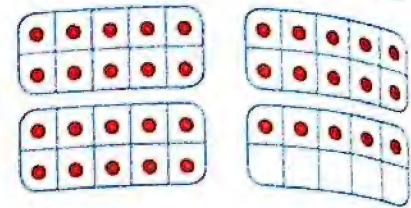
33



34



35

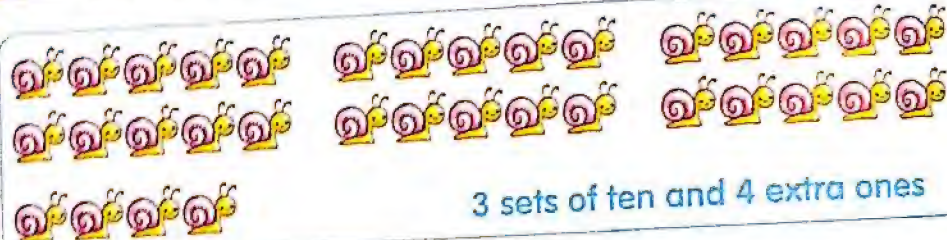


Count the objects and write the number.



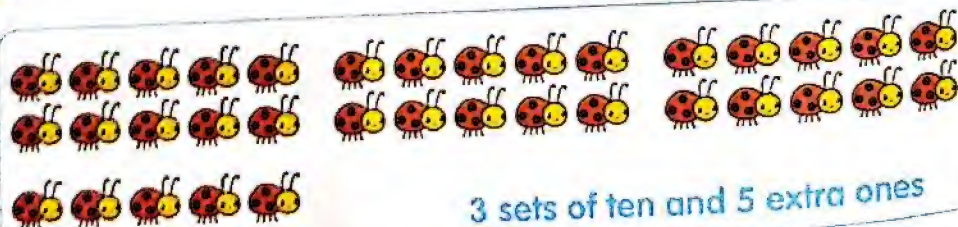
3 sets of ten and 3 extra ones

33 33



3 sets of ten and 4 extra ones

34 34



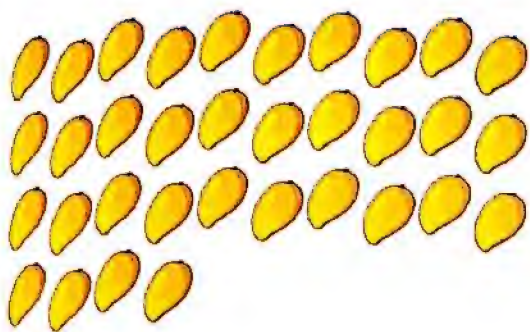
3 sets of ten and 5 extra ones

35 35





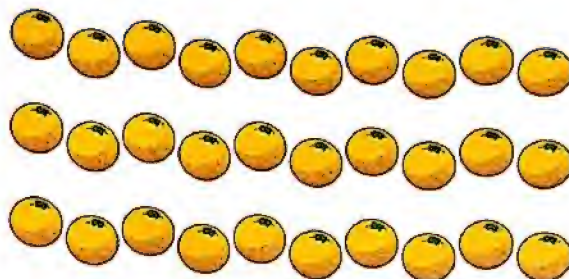
Count the fruits.  
Then write the correct number in the box.



\_\_\_\_\_

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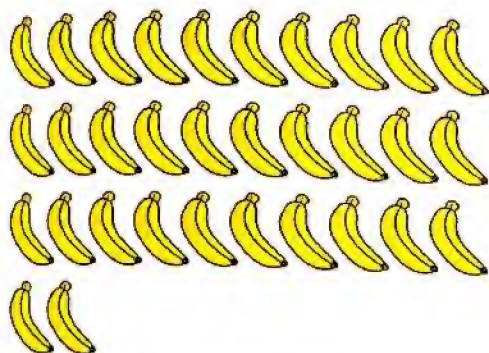
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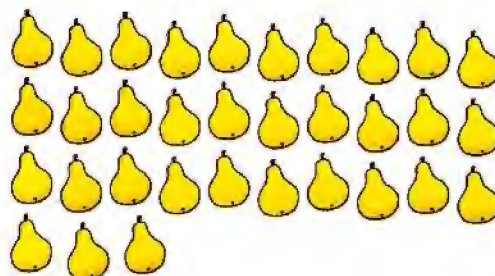
\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



6

six

—

minus

2

two

=

equals

4

four.



Count how many are left.



2

—

1

=



3

—

1

=



5

—

2

=



6

—

3

=

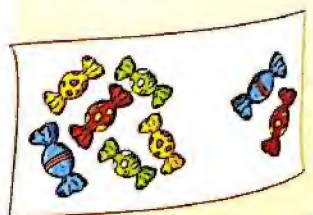
Notes for  
parents

What the student has  
learned at school :

The student  
recognized  
the concept of  
subtraction and the  
sign (—).

Activities at home :

Ask your child to  
bring some sweets  
and let him/her  
count them and  
ask him/her to  
remove one or  
two sweets from  
them, then let him/  
her count the left  
sweets.







Write the number of left.  
The first one is done for you.



$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$



3
---



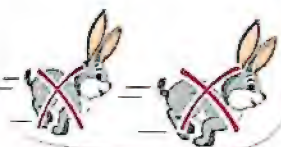
$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$



--



$$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$



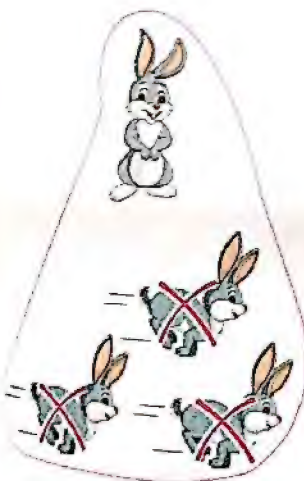
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$$\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$$

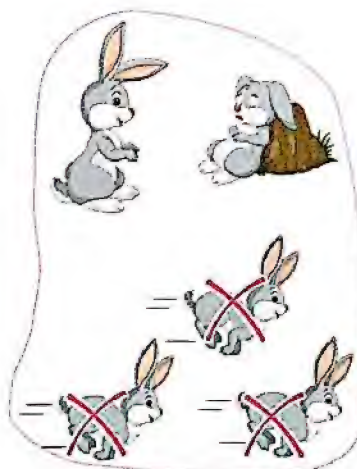


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$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

--



$$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$$

--



Draw objects, then cross out to subtract and write how many are left. The first one is done for you.



$$6 - 1 =$$

5

$$4 - 3 =$$

$$8 - 6 =$$

$$10 - 4 =$$

$$9 - 7 =$$

$$3 - 2 =$$

**Hint for parents :**

To subtract two numbers, the student draw objects and cross out to find the number of left objects.



- Numbers up to 32
- Subtracting within 10

Place  
a sticker

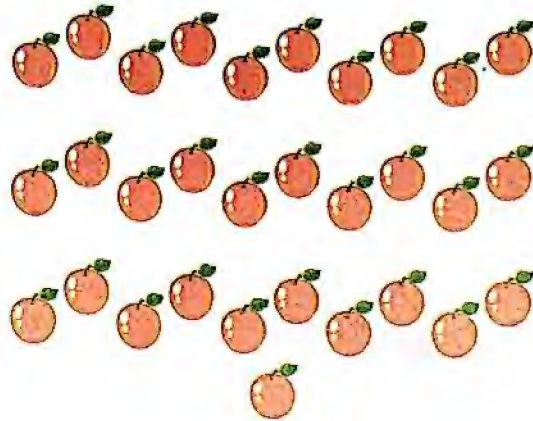
Count the objects, then write the number.



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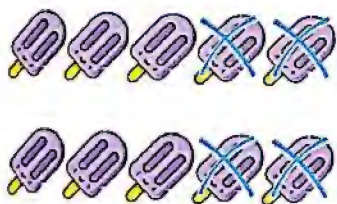


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Subtract. Cross out and write the number of the left.



$$10 - 4 = \boxed{\phantom{00}}$$



$$8 - 3 = \boxed{\phantom{00}}$$



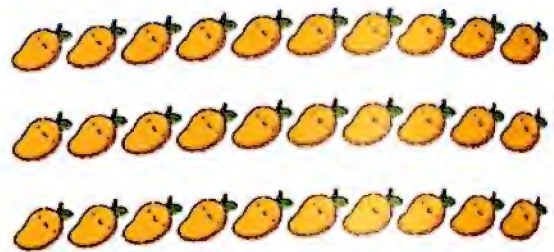
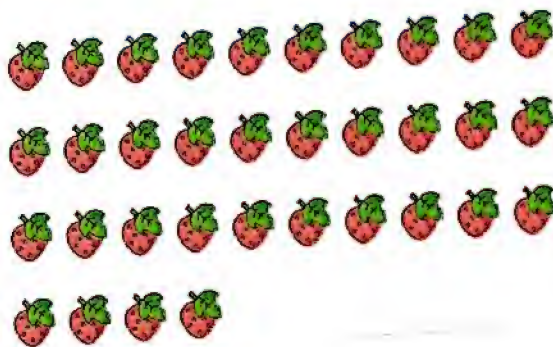
$$6 - 2 = \boxed{\phantom{00}}$$

Notes for parents : Ask your child to draw from 1 to 10 hearts in his/her copybook, then he/she cross out one and find the number of the left hearts.

- Numbers up to 34
- Subtracting within 10

Place a sticker

Circle the objects in groups of ten, then write how many there are in all.



Cross out to subtract and write how many are left.



$$8 - 3 =$$



$$7 - 4 =$$



$$10 - 7 =$$



- Numbers up to 35
- Subtracting within 10

Place  
a sticker

Write the missing numbers.

0	1	2			5
			9	10	
12	13				17
	19	20		22	
24		26	27		29
	31		33		

Subtract.

$7 - 2 =$

$8 - 7 =$

$9 - 5 =$

$10 - 4 =$

Write ( $>$ ,  $<$  or  $=$ ).

$34 \bigcirc 33$

$32 \bigcirc 35$

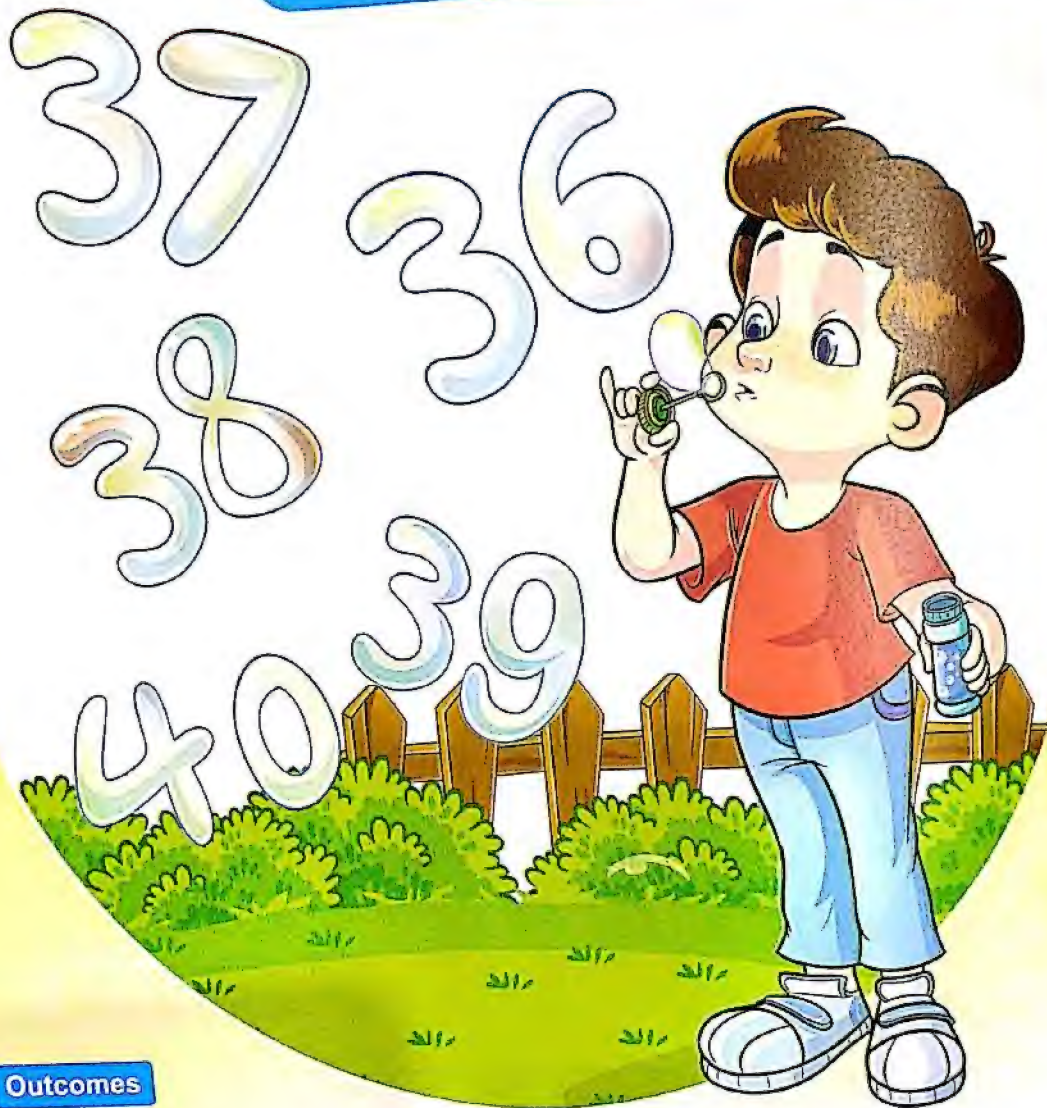
$30 \bigcirc 28$

$15 \bigcirc 31$

Notes for parents : Ask your child to bring some spoons and forks in house and ask him/her to count each of them and compare between their numbers.

# Lessons 44-46

- Numbers from 36 to 40
- Subtracting within 10 using the number line



## Outcomes

### Students will :

- Count by ones and tens up to 40.
- Read and write numerals up to 40.
- Demonstrate understanding of the relationship between numbers and quantities up to 40.
- Apply strategies to find the difference between two numbers.

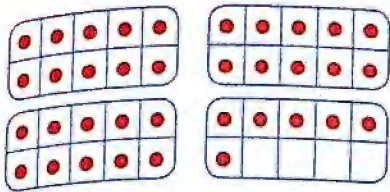
## Key vocabulary

- |               |                          |       |              |
|---------------|--------------------------|-------|--------------|
| - Calendar    | - Month                  | - Day | - Difference |
| - Number line | - Subtraction (Subtract) |       |              |

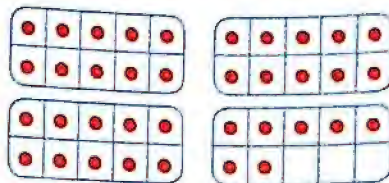


# 36 & 37

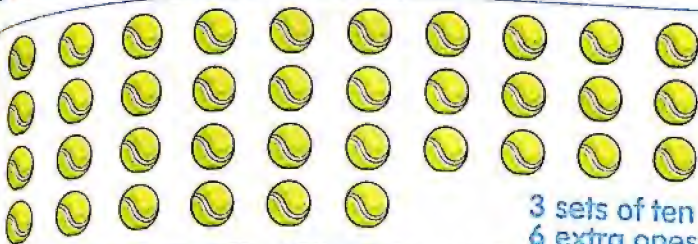
36



37



Count the objects and write the number.



3 sets of ten and  
6 extra ones

36 36



What the student has  
learned at school :

The student counted  
by ones and tens  
up to 40, he/she  
read and wrote the  
numerals up to 40.

Calendar  
(Daily routine) :

Ask your child to  
look at the calendar  
and draw a circle  
around his/her  
mother's birthday.



3 sets of ten and  
7 extra ones

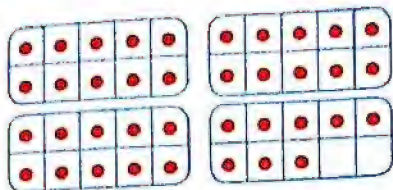
37 37 37



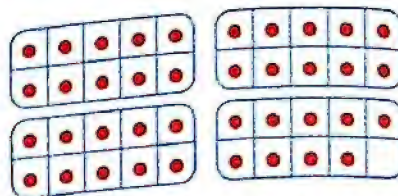


# 38, 39 & 40

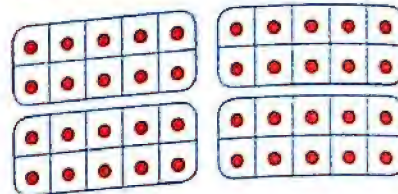
38



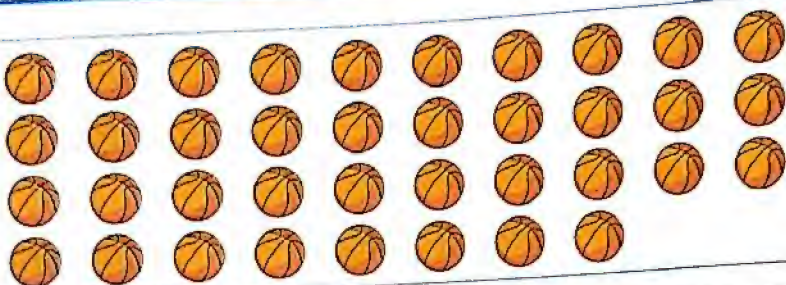
39



40

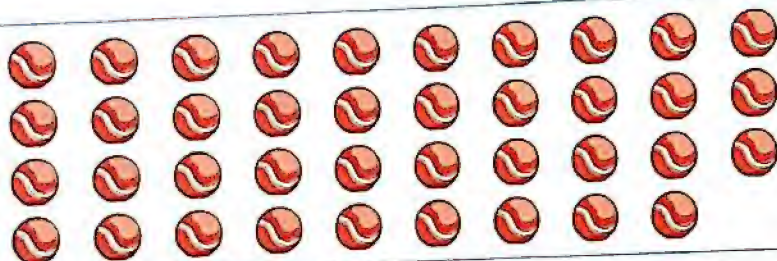


Count the objects and write the number.



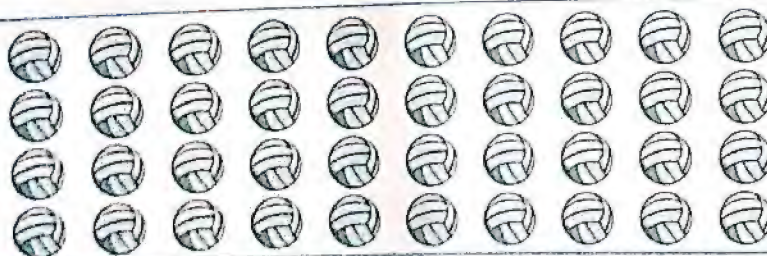
3 sets of ten and  
8 extra ones

38 38



3 sets of ten and  
9 extra ones

39 39



4 sets of ten

40 40





Circle the objects in groups of ten, then write how many are there in all.



\_\_\_\_\_

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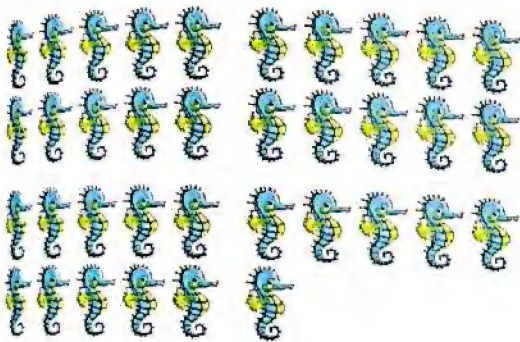
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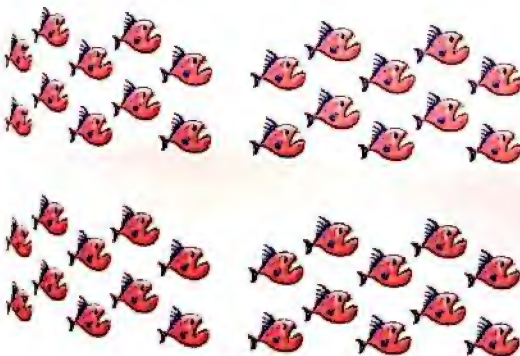
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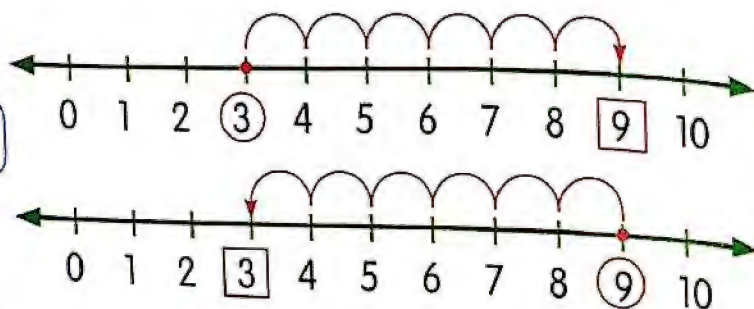
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A number line can help find **differences**.

$$9 - 3 = 6$$

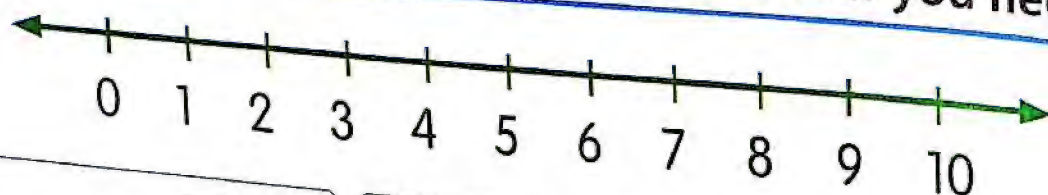


$$\begin{array}{r} 9 \\ - 3 \\ \hline 6 \end{array}$$

Kangaroo makes **6** jumps forward from 3 to 9  
or makes **6** jumps backward from 9 to 3



Find the differences. Use the number line if you need to.



$$8 - 3 = \underline{\hspace{2cm}}$$

$$7 - 2 = \underline{\hspace{2cm}}$$

$$10 - 4 = \underline{\hspace{2cm}}$$

$$9 - 1 = \underline{\hspace{2cm}}$$

$$6 - 0 = \underline{\hspace{2cm}}$$

$$8 - 4 = \underline{\hspace{2cm}}$$

$$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$

Notes for  
parents

What the student has  
learned at school :

The student knew  
how to find the  
difference between  
two numbers within  
10 using the number  
line.

Activities at home :

Help your child to  
use a number line  
to find the difference  
between two  
numbers within 10.



- Numbers up to 37
- Subtracting within 10

Place  
a sticker

Circle the objects in groups of ten, then write the number of all objects.




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Find the difference using the number line.



$$5 - 1 = \underline{\hspace{2cm}}$$

$$4 - 3 = \underline{\hspace{2cm}}$$

$$2 - 2 = \underline{\hspace{2cm}}$$

$$2 - 1 = \underline{\hspace{2cm}}$$

$$3 - 0 = \underline{\hspace{2cm}}$$

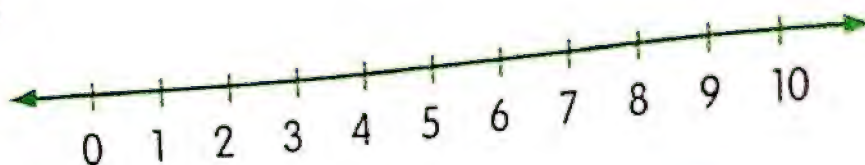
$$5 - 4 = \underline{\hspace{2cm}}$$

Notes for parents : Ask your child to write any number from 0 to 37.

- Numbers up to 39
- Subtracting within 10

Place  
a sticker

Subtract.



$\begin{array}{r} 10 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ - 6 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 8 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$

Write the missing numbers.

33 , 34 , \_\_\_\_\_ , 36 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

\_\_\_\_\_ , 30 , \_\_\_\_\_ , 32 , \_\_\_\_\_ , \_\_\_\_\_ , 35

**Notes for parents :** Ask your child to count in order from 1 to 39.

Ask your child to use the number line to subtract the numbers if he/she needs help.

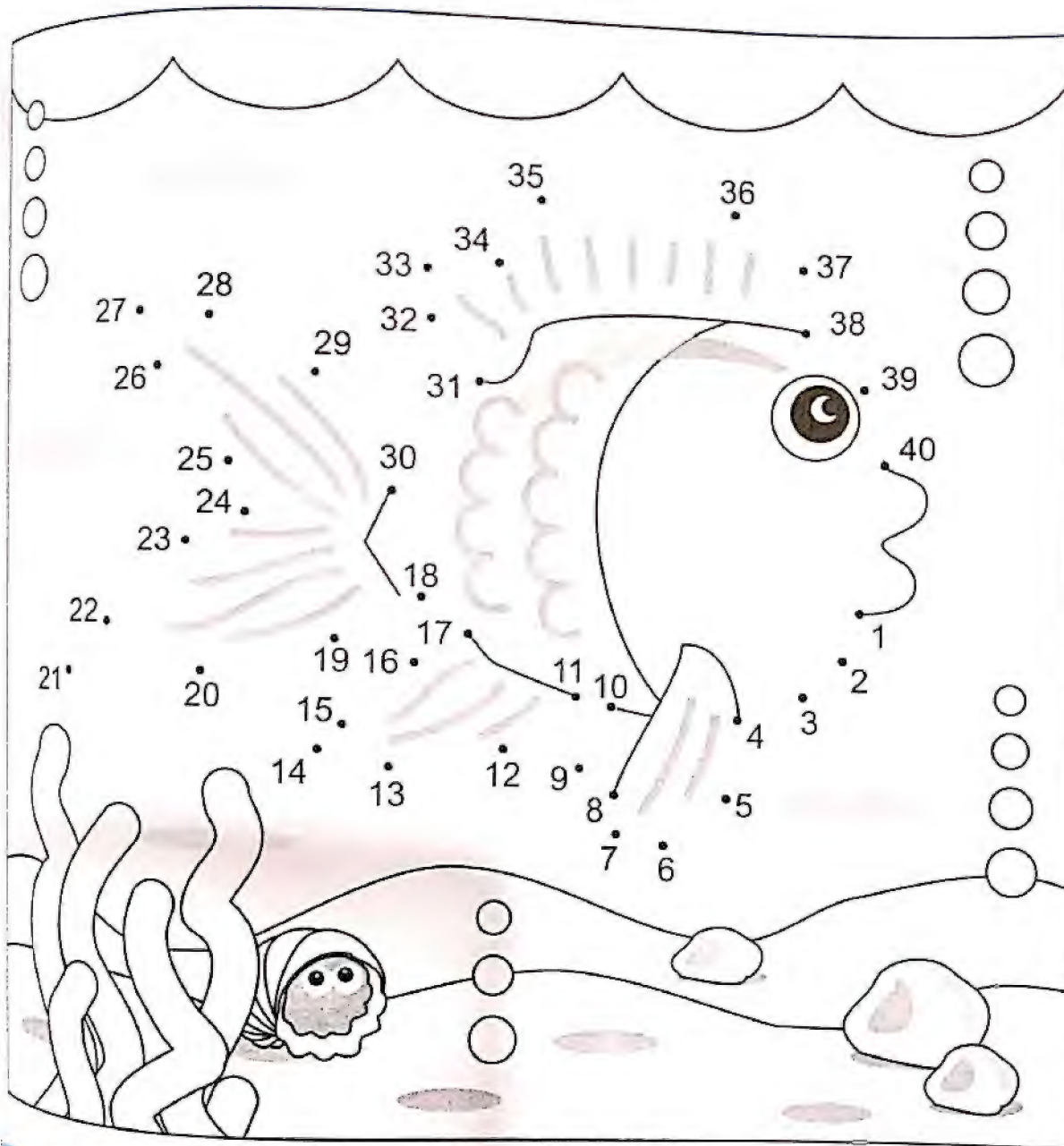


# Numbers up to 40

Place  
a sticker

Connect numbers from 1 to 40.

What do you see ?



Notes for parents : Ask your child to count in order from 1 to 40.



# Lessons 47-48

- The relation between addition and subtraction
- Subtraction word problem



## Outcomes

Students will :

- Compare numbers 0 - 20 using symbols  $>$ ,  $=$  and  $<$
- Count by ones and tens up to 40.
- Read and write numerals up to 40.
- Apply strategies to solve addition and subtraction.

## Key vocabulary

- |                    |                  |                          |                     |
|--------------------|------------------|--------------------------|---------------------|
| - Strategy         | - Addition (Add) | - Greater than ( $>$ )   | - Less than ( $<$ ) |
| - Equal to ( $=$ ) | - Opposite       | - Subtraction (Subtract) |                     |



# Fact Family

$$6 + 4 = 10$$

$$4 + 6 = 10$$

$$10 - 4 = 6$$

$$10 - 6 = 4$$



The addition and subtraction facts are related in a fact family. All the facts use the same three numbers.

Write the results.

$$4 + 3 = 7$$

$$3 + 4 = 7$$

$$7 - 4 = 3$$

$$7 - 3 = 4$$

$$1 + 5 = \dots\dots\dots$$

$$5 + 1 = \dots\dots\dots$$

$$6 - 5 = \dots\dots\dots$$

$$6 - 1 = \dots\dots\dots$$

$$8 + 0 = \dots\dots\dots$$

$$0 + 8 = \dots\dots\dots$$

$$8 - 0 = \dots\dots\dots$$

$$8 - 8 = \dots\dots\dots$$

## Notes for parents

What the student has learned at school :

The student wrote the two subtraction sentences related to a given addition sentence.

Write a pair of addition and subtraction facts for each group of numbers.

4 1 5

$$4 + 1 = 5$$

$$1 + 4 = 5$$

$$5 - 4 = 1$$

$$5 - 1 = 4$$

6 2 8

$$\dots\dots\dots + \dots\dots\dots = \dots\dots\dots$$

$$\dots\dots\dots + \dots\dots\dots = \dots\dots\dots$$

$$\dots\dots\dots - \dots\dots\dots = \dots\dots\dots$$

$$\dots\dots\dots - \dots\dots\dots = \dots\dots\dots$$

2 7 9

$$\dots\dots\dots + \dots\dots\dots = \dots\dots\dots$$




$$\dots\dots\dots + \dots\dots\dots = \dots\dots\dots$$

$$\dots\dots\dots - \dots\dots\dots = \dots\dots\dots$$

$$\dots\dots\dots - \dots\dots\dots = \dots\dots\dots$$

## Activities at home :

Ask your child to bring 10 small objects and a cup, then hide some of these objects under the cup, then ask your child to calculate the number of hidden object by subtracting the number of left objects from 10.

Mariam has 7 , she gives 3  to Salma.  
How many  does Mariam have now?



What Mariam has =  -  =  



Solve each of the following.

Sherif is 8 years old. His brother Bassem is 4 years old. Find the difference between their ages.



The difference =  -  =  years.

Notes for  
parents

What the student has  
learned at school :

The student applied  
strategies to  
solve subtraction  
problems.

Activities at home :

There are 5  on a tree. 2 of them flew  
away.  
How many  are left?



The difference =  -  =  

- Tell a subtraction story for  $9 - 1$ , then write the number sentence to solve the subtraction problem.
- Ask your child to draw a number line from 0 to 10 to help him / her for solving subtraction problems.



## Subtraction word problems

Place  
a sticker

Solve each of the following problems.

There are 6 eggs on a shelf. 4 eggs of them fell off.  
How many eggs were left ?

The left eggs =  -  =  eggs.

Sameh has 10 balloons and his brother Ashraf  
has 6 balloons.

Find the difference between what they have.

The difference =  -  =  balloons.

Martin has 9 books. Yahia has 3 books.

How many more books does Martin have than Yahia ?

The number  
of books =  -  =  books.

Notes for parents : Make a story with subtraction problem and help your child to write  
the related subtracting sentence, then ask him / her to find the result.

The relation between  
addition and subtractionPlace  
a sticker

Complete.

$5 + 2 = 7$      $7 - 5 = \dots$      $7 - 2 = \dots$

$4 + 6 = \dots$      $10 - 6 = \dots$      $10 - 4 = \dots$

$1 + 8 = \dots$      $9 - 8 = \dots$      $9 - 1 = \dots$

Complete.

$3 + 2 = 5$

$5 - 3 = \dots$

$5 + 3 = 8$

$8 - 5 = \dots$

$1 + 3 = \dots$

$4 - 3 = \dots$

Complete each fact family.

$5 \quad 4 \quad 9$

$\dots + \dots = \dots$

$\dots + \dots = \dots$

$\dots - \dots = \dots$

$\dots - \dots = \dots$

$4 \quad 2 \quad 6$

$\dots + \dots = \dots$

$\dots + \dots = \dots$

$\dots - \dots = \dots$

$\dots - \dots = \dots$

**Notes for parents :** Write the addition sentence  $7 + 3 = 10$ , then ask your child to write a related subtraction sentence for it.



# Lessons 49-50

## Addition fact family



### Outcomes

Students will :

- Count by ones and tens up to 40.
- Solve addition problems to create fact families.
- Read and write numerals up to 40.
- Identify patterns in fact families.

### Key vocabulary

- Addition (Add)
- Equals
- Fact family
- Pattern



## Add to create fact families.

Family

1

$$\begin{array}{l} 1 + 0 = \dots\dots \\ 1 + 1 = \dots\dots \\ 1 + 2 = \dots\dots \\ 1 + 3 = \dots\dots \\ 1 + 4 = \dots\dots \\ 1 + 5 = \dots\dots \\ 1 + 6 = \dots\dots \\ 1 + 7 = \dots\dots \\ 1 + 8 = \dots\dots \\ 1 + 9 = \dots\dots \\ 1 + 10 = \dots\dots \end{array}$$



Family

2

$$\begin{array}{l} 2 + 0 = \dots\dots \\ 2 + 1 = \dots\dots \\ 2 + 2 = \dots\dots \\ 2 + 3 = \dots\dots \\ 2 + 4 = \dots\dots \\ 2 + 5 = \dots\dots \\ 2 + 6 = \dots\dots \\ 2 + 7 = \dots\dots \\ 2 + 8 = \dots\dots \\ 2 + 9 = \dots\dots \\ 2 + 10 = \dots\dots \end{array}$$



Family

3

$$\begin{array}{l} 3 + 0 = \dots\dots \\ 3 + 1 = \dots\dots \\ 3 + 2 = \dots\dots \\ 3 + 3 = \dots\dots \\ 3 + 4 = \dots\dots \\ 3 + 5 = \dots\dots \\ 3 + 6 = \dots\dots \\ 3 + 7 = \dots\dots \\ 3 + 8 = \dots\dots \\ 3 + 9 = \dots\dots \\ 3 + 10 = \dots\dots \end{array}$$



Family

4

$$\begin{array}{l} 4 + 0 = \dots\dots \\ 4 + 1 = \dots\dots \\ 4 + 2 = \dots\dots \\ 4 + 3 = \dots\dots \\ 4 + 4 = \dots\dots \\ 4 + 5 = \dots\dots \\ 4 + 6 = \dots\dots \\ 4 + 7 = \dots\dots \\ 4 + 8 = \dots\dots \\ 4 + 9 = \dots\dots \\ 4 + 10 = \dots\dots \end{array}$$



Notes for  
parents

What the student has  
learned at school :

The student solved  
addition problems to  
create fact families  
and identified  
patterns in fact  
families which is the  
sum of the additions  
in each fact family  
increase by one in  
each time to form  
a pattern.

Calendar  
(Daily routine) :

Ask your child to  
name the days of  
the week in order  
and similarly name  
the months.





Family  
**5**



$$\begin{array}{l} 5 + 0 = \dots\dots\dots \\ 5 + 1 = \dots\dots\dots \\ 5 + 2 = \dots\dots\dots \\ 5 + 3 = \dots\dots\dots \\ 5 + 4 = \dots\dots\dots \\ 5 + 5 = \dots\dots\dots \\ 5 + 6 = \dots\dots\dots \\ 5 + 7 = \dots\dots\dots \\ 5 + 8 = \dots\dots\dots \\ 5 + 9 = \dots\dots\dots \\ 5 + 10 = \dots\dots\dots \end{array}$$

Family  
**6**



$$\begin{array}{l} 6 + 0 = \dots\dots\dots \\ 6 + 1 = \dots\dots\dots \\ 6 + 2 = \dots\dots\dots \\ 6 + 3 = \dots\dots\dots \\ 6 + 4 = \dots\dots\dots \\ 6 + 5 = \dots\dots\dots \\ 6 + 6 = \dots\dots\dots \\ 6 + 7 = \dots\dots\dots \\ 6 + 8 = \dots\dots\dots \\ 6 + 9 = \dots\dots\dots \\ 6 + 10 = \dots\dots\dots \end{array}$$

Family  
**7**



$$\begin{array}{l} 7 + 0 = \dots\dots\dots \\ 7 + 1 = \dots\dots\dots \\ 7 + 2 = \dots\dots\dots \\ 7 + 3 = \dots\dots\dots \\ 7 + 4 = \dots\dots\dots \\ 7 + 5 = \dots\dots\dots \\ 7 + 6 = \dots\dots\dots \\ 7 + 7 = \dots\dots\dots \\ 7 + 8 = \dots\dots\dots \\ 7 + 9 = \dots\dots\dots \\ 7 + 10 = \dots\dots\dots \end{array}$$

Family  
**8**



$$\begin{array}{l} 8 + 0 = \dots\dots\dots \\ 8 + 1 = \dots\dots\dots \\ 8 + 2 = \dots\dots\dots \\ 8 + 3 = \dots\dots\dots \\ 8 + 4 = \dots\dots\dots \\ 8 + 5 = \dots\dots\dots \\ 8 + 6 = \dots\dots\dots \\ 8 + 7 = \dots\dots\dots \\ 8 + 8 = \dots\dots\dots \\ 8 + 9 = \dots\dots\dots \\ 8 + 10 = \dots\dots\dots \end{array}$$

Family  
**9**



$$\begin{array}{l} 9 + 0 = \dots\dots\dots \\ 9 + 1 = \dots\dots\dots \\ 9 + 2 = \dots\dots\dots \\ 9 + 3 = \dots\dots\dots \\ 9 + 4 = \dots\dots\dots \\ 9 + 5 = \dots\dots\dots \\ 9 + 6 = \dots\dots\dots \\ 9 + 7 = \dots\dots\dots \\ 9 + 8 = \dots\dots\dots \\ 9 + 9 = \dots\dots\dots \\ 9 + 10 = \dots\dots\dots \end{array}$$

Family  
**10**



$$\begin{array}{l} 10 + 0 = \dots\dots\dots \\ 10 + 1 = \dots\dots\dots \\ 10 + 2 = \dots\dots\dots \\ 10 + 3 = \dots\dots\dots \\ 10 + 4 = \dots\dots\dots \\ 10 + 5 = \dots\dots\dots \\ 10 + 6 = \dots\dots\dots \\ 10 + 7 = \dots\dots\dots \\ 10 + 8 = \dots\dots\dots \\ 10 + 9 = \dots\dots\dots \\ 10 + 10 = \dots\dots\dots \end{array}$$

Write the missing numbers in each pattern using the fact families.

10      12         15  

7   8         11     

9      11   12           

     14   15         18      20



**Notes for parents :** Play with your child counting games, for example : say a number and let your child say the number that comes just after, ... and so on.



50

## Addition fact family again



Fill in the missing numbers using the fact families.

5, 6, 7, , , ,

12, , 14, 15, , ,

, 11, 12, , , , 16

1, 2, , , , , 7

, , , 7, 8, , 10

For parents: Let your child discover many patterns in previous addition fact family



Find the result. Color the cloud that has a result greater than 4 in red and the cloud that has a result less than 5 in yellow.

$$10 - 7$$

$$7 - 2$$

$$4 - 3$$

$$10 - 1$$

$$6 - 0$$

$$5 - 5$$

$$10 - 2$$

$$3 - 1$$

$$9 - 7$$

$$7 - 0$$

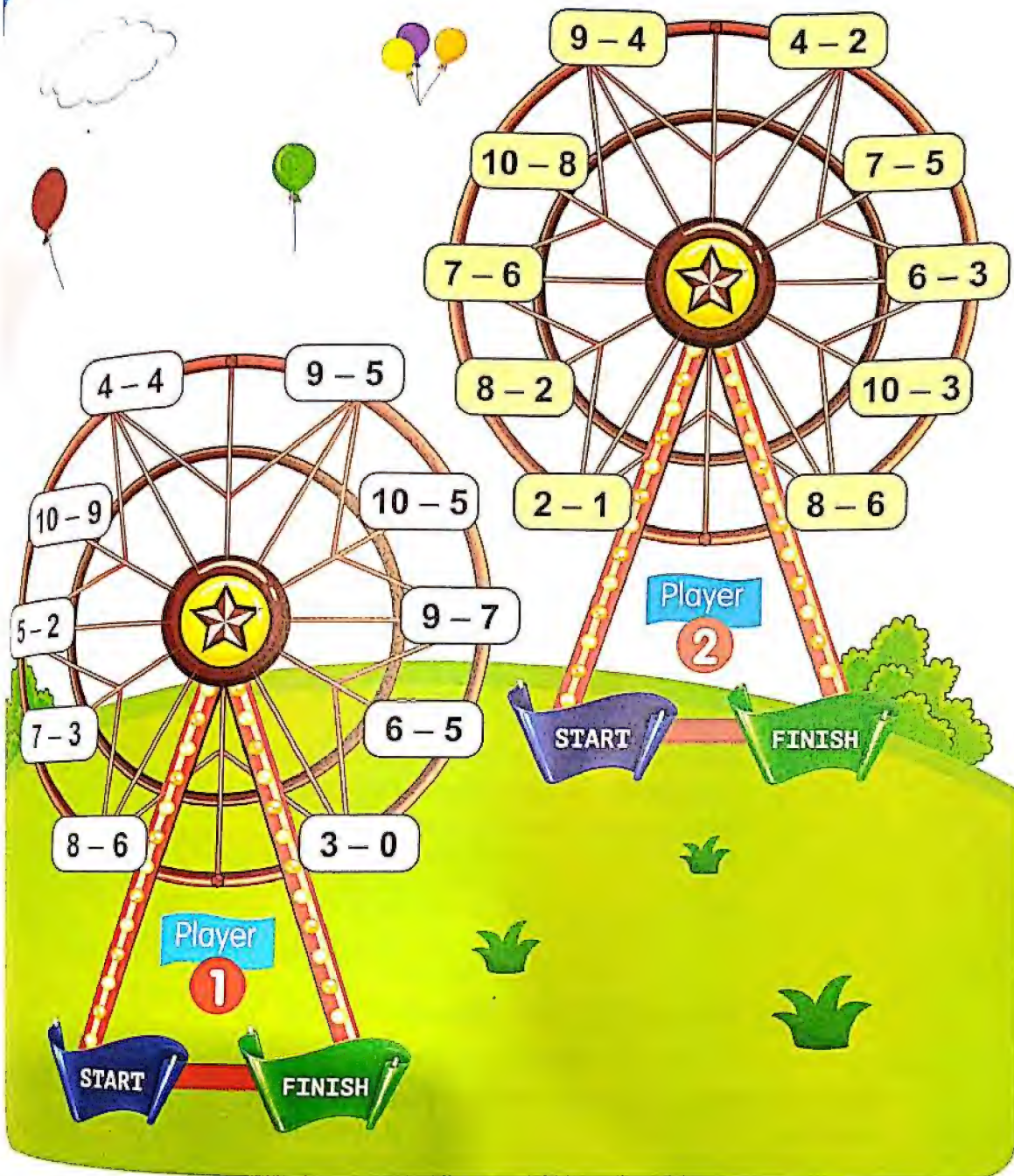
$$9 - 5$$

$$5 - 4$$





# Activity















## Directions:

- Play with your child:
- Put your ● on start.
- Roll the ●. Move 1 space for head. Move 2 spaces for tail.
- Solve the subtraction problem. Your partner checks your answer.
- Take turns. The first player to reach FINISH wins.

## You will need:

- 1 ●
- 1 ●
- 1 ●

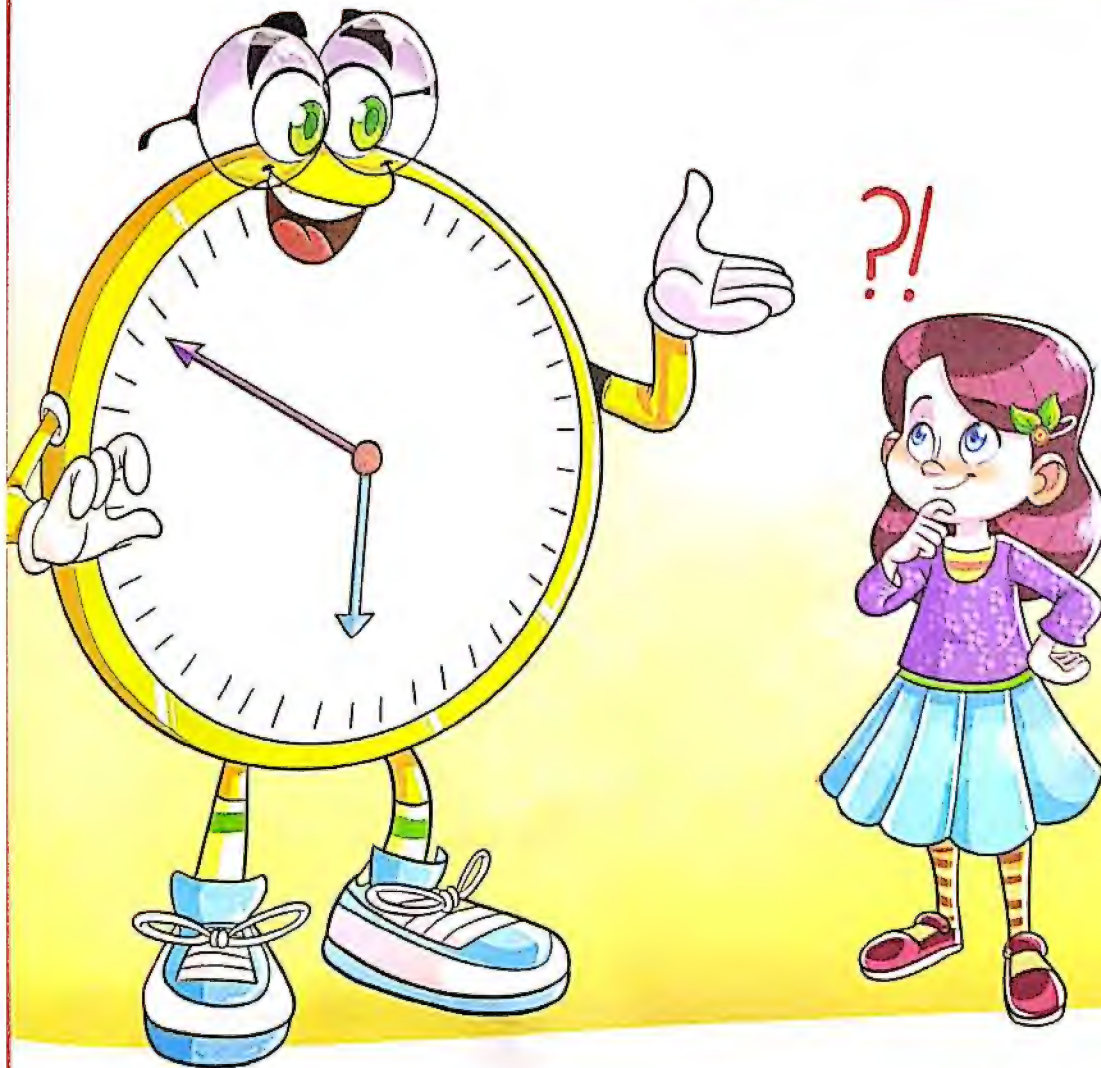
This chart lists all the outcomes of this chapter.  
Once your child has learned each outcome, stick a star in the correct box below.

Outcome	Star
Counting by ones and tens up to 35	
Reading and writing numerals up to 35	
Demonstrating understanding of the relationship between numbers and quantities up to 35	
Subtracting within 10 using objects and drawings	
Counting by ones and tens up to 40	
Reading and writing numbers up to 40	
Demonstrating understanding of the relationship between numbers and quantities up to 40	
Finding the difference between two numbers	
Comparing numbers 0 - 20 using symbols ( $>$ , $=$ and $<$ )	
Applying strategies to solve addition and subtraction problems	
Solving addition problems to create fact families	
Identifying patterns in fact families	



# CHAPTER

# 7



Lessons 51-52 : Counting up to 100

- Telling time on an analog clock

Lessons 53-54 : Writing numbers from 41 to 49

- Telling time on a digital clock

Lessons 55-56 : Writing numbers from 50 to 69

- Subtraction fact family

Lessons 57-60 : Writing numbers from 70 to 100

- Addition and subtraction within 20

# Lessons 51-52

- Counting up to 100
- Telling time on an analog clock



## Outcomes

Students will :

- Analyze number patterns in the hundred chart.
- Apply strategies to add and subtract within 10.
- Compare objects in a set to identify one that does not belong.
- Count by ones up to 100.
- Tell time to the hour on an analog clock.

## Key vocabulary

- |                |           |                |                   |        |
|----------------|-----------|----------------|-------------------|--------|
| - Number chart | - Pattern | - Analog clock | - Hands           | - Hour |
| - A.M.         | - P.M.    | - Belong       | - Does not belong |        |



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

On the number chart up to 100 , try to discover many patterns.

 Use the number chart up to 100 to

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- Color all numbers that contain a 7
- Circle all numbers with two identical digits  
(example : 55)
- Shade all numbers that contain a 0
- Underline the numbers with a first digit that is smaller than the second digit

### Notes for parents

What the student has learned at school :

The student counted by ones up to 100.

### Activities at home :

Use the number chart up to 100 to count and discover many patterns.



$$2 + 3$$

Start from 2  
and make  
3 forward  
jumps, you will  
reach 5

$$2 + 3 = 5$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$$10 - 4$$

Start from 10  
and make  
4 backward  
jumps, you will  
reach 6

$$10 - 4 = 6$$

Use the number chart to find the results.

$$2 + 7 =$$

$$9 - 3 =$$

$$4 + 3 =$$

$$6 - 5 =$$

$$6 + 4 =$$

$$4 - 2 =$$

Notes for  
parents

What the student has  
learned at school :

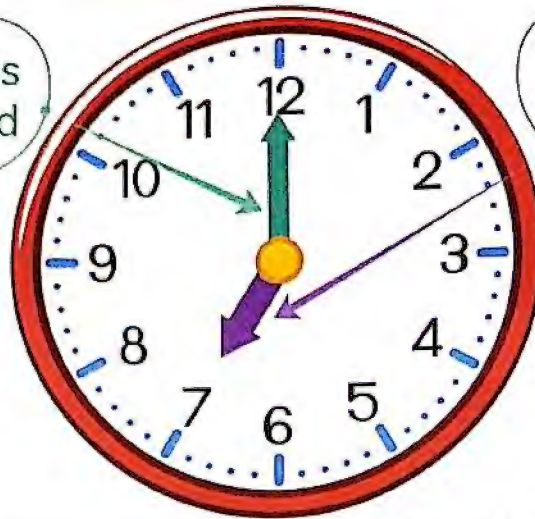
The student used  
the number chart  
to add and subtract  
within 10.

Activities at home :

Ask your child to  
tell you the sum  
and the difference  
between two  
numbers using the  
number chart.

The long hand is the minute hand

The short hand is the hour hand



7 O'CLOCK



- When the minute hand points to the 12 , we say o'clock.
- The hour hand is pointing to the 7. It is 7 o'clock
- The day is 24 hours.
- If it is in the morning, we say that 7 A.M.
- If it is in the afternoon, we say that 7 P.M.

### Notes for parents

What the student has learned at school :

The student told the time on an analog clock.

### Activities at home :

Ask your child to read a clock to the hour, several times through out the day.



Write



2 o'clock



o'clock



o'clock



o'clock



o'clock



o'clock

## Fruits



Draw **X** on the picture that does not belong in each group.

Notes for  
parents

## Wild animals



What the student has learned at school :

The student crossed out an object doesn't belong to a group of objects.

## Pets



## Activities at home :

Make groups of objects that are alike in someway, such as kitchen tools. Include an object that does not belong. Ask your child to tell what does not belong and explain why.

## Flowers





## Counting up to 100

Place  
a sticker

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Color in green : 3 , 13 , 23 ,  
33 , 43 , 53 , 63 , 73 , 83 , 93

Circle : 11 , 22 , 33 , 44 , 55 ,  
66 , 77 , 88 , 99

Color in yellow any pattern you discover.

Notes for parents : Help your child to discover many patterns in number chart to 100.

# Telling time on an analog clock

Place a sticker

Write the number that tells the time of each activity.



It is .....6..... o'clock.



It is ..... o'clock.



It is ..... o'clock.



It is ..... o'clock.



It is ..... o'clock.



It is ..... o'clock.

Notes for parents : Encourage your child to talk about his / her daily routine.



## Lessons 53-54

- Writing numbers from 41 to 49
- Telling time on a digital clock



### Outcomes

Students will :

- Read and write numbers from 41 to 49.
- Participate in calendar math activities.
- Read and write time to the hour on analog and digital clocks.

### Key vocabulary

- Analog clock

- Digital clock

- Hands

- Hour

41 42 43 44 45  
46 47 48 49



Trace the numbers from 41 to 49.

41 42 43  
44 45 46  
47 48 49



What the student has learned at school :

The student read and wrote the numbers from 41 to 49.

Calendar (Daily routine) :

- Ask your child to look at the calendar, talk about how many school days there are in this week.
- Let your child say the names of the days of the week starting with Saturday as you point to each day.



Write the numbers from 41 to 49.

Blank lines for writing the numbers from 41 to 49.



Digital clock



4 o'clock  
4:00

Analog clock



Both clocks show the same time.

Match the clocks that show the same time.

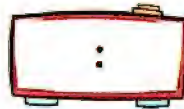


Draw the hour hand on the clock faces.  
Write the time on the digital clocks.

2 o'clock



8 o'clock



6 o'clock



12 o'clock



Circle the clock that shows the same time.





## Telling the time again

Place  
a sticker

Choose the time you would do each thing.  
Then color the times that match in the same color.

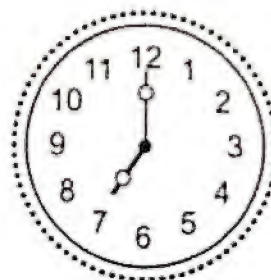
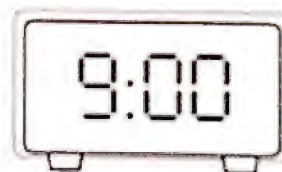
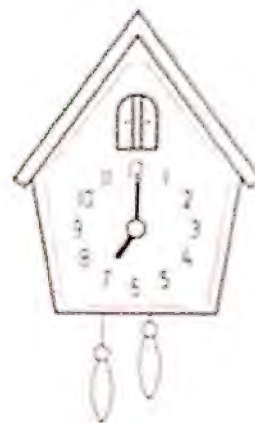
Go to sleep



Have lunch



Go to school



Notes for parents : Use time in your directions or conversation with your child, for example :  
7 o'clock. Time to leave for school.



# Lessons 55-56

- Writing numbers from 50 to 69
- Subtraction fact family



## Outcomes

Students will :

- Read and write numbers from 50 to 69.
- Count by ones and tens up to 60.
- Solve subtraction problems to create fact families.

## Key vocabulary

- Fact family



50 51 52 53 54

55 56 57 58 59

Trace the numbers from 50 to 59.

50 51 52 53  
54 55 56  
57 58 59

Write the numbers from 50 to 59.

Notes for  
parents

What the student has  
learned at school :

The student read  
and wrote the  
numbers from 50  
to 59.

Activities at home :

Ask your child to  
write numbers in  
large unshaded  
font, then color  
them.

60 61 62 63 64

65 66 67 68 69



Trace the numbers from 60 to 69.

60 61 62 63  
64 65 66 67  
68 69



Write the numbers from 60 to 69.



Family

1



$1 - 0 = \dots$

$1 - 1 = \dots$

Family

2



$2 - 0 = \dots$

$2 - 1 = \dots$

$2 - 2 = \dots$

Family

3



$3 - 0 = \dots$

$3 - 1 = \dots$

$3 - 2 = \dots$

$3 - 3 = \dots$

Family

4



$4 - 0 = \dots$

$4 - 1 = \dots$

$4 - 2 = \dots$

$4 - 3 = \dots$

$4 - 4 = \dots$

Family

5



$5 - 0 = \dots$

$5 - 1 = \dots$

$5 - 2 = \dots$

$5 - 3 = \dots$

$5 - 4 = \dots$

$5 - 5 = \dots$

Family

6



$6 - 0 = \dots$

$6 - 1 = \dots$

$6 - 2 = \dots$

$6 - 3 = \dots$

$6 - 4 = \dots$

$6 - 5 = \dots$

$6 - 6 = \dots$

Family

7



$7 - 0 = \dots$

$7 - 1 = \dots$

$7 - 2 = \dots$

$7 - 3 = \dots$

$7 - 4 = \dots$

$7 - 5 = \dots$

$7 - 6 = \dots$

$7 - 7 = \dots$

Family

8



$8 - 0 = \dots$

$8 - 1 = \dots$

$8 - 2 = \dots$

$8 - 3 = \dots$

$8 - 4 = \dots$

$8 - 5 = \dots$

$8 - 6 = \dots$

$8 - 7 = \dots$

$8 - 8 = \dots$

Notes for  
parents

What the student has  
learned at school :

The student  
solved subtraction  
problems to create  
fact families and  
identified patterns  
in fact families which  
is the differences  
decreased by one  
in each time to form  
a pattern.

Calendar  
(Daily routine) :

Ask your child to  
name the days of  
the week in order  
and similarly name  
the months.



Family

9



$$\begin{array}{l} 9 - 0 = \dots\dots\dots \\ 9 - 1 = \dots\dots\dots \\ 9 - 2 = \dots\dots\dots \\ 9 - 3 = \dots\dots\dots \\ 9 - 4 = \dots\dots\dots \\ 9 - 5 = \dots\dots\dots \\ 9 - 6 = \dots\dots\dots \\ 9 - 7 = \dots\dots\dots \\ 9 - 8 = \dots\dots\dots \\ 9 - 9 = \dots\dots\dots \end{array}$$

Family

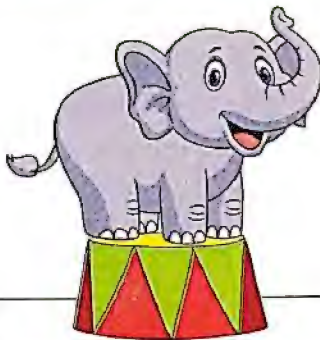
10



$$\begin{array}{l} 10 - 0 = \dots\dots\dots \\ 10 - 1 = \dots\dots\dots \\ 10 - 2 = \dots\dots\dots \\ 10 - 3 = \dots\dots\dots \\ 10 - 4 = \dots\dots\dots \\ 10 - 5 = \dots\dots\dots \\ 10 - 6 = \dots\dots\dots \\ 10 - 7 = \dots\dots\dots \\ 10 - 8 = \dots\dots\dots \\ 10 - 9 = \dots\dots\dots \\ 10 - 10 = \dots\dots\dots \end{array}$$

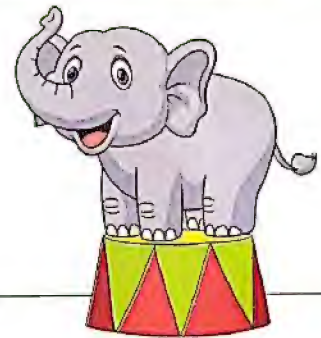


Put (+) or (-).



$$\begin{array}{l} 3 \square 2 = 5 \\ 8 \square 2 = 6 \\ 9 \square 4 = 5 \\ 3 \square 3 = 0 \\ 6 \square 3 = 3 \\ 5 \square 3 = 8 \end{array}$$

$$\begin{array}{l} 2 \square 6 = 8 \\ 5 \square 4 = 9 \\ 10 \square 3 = 7 \\ 9 \square 1 = 10 \\ 6 \square 4 = 10 \\ 2 \square 7 = 9 \end{array}$$



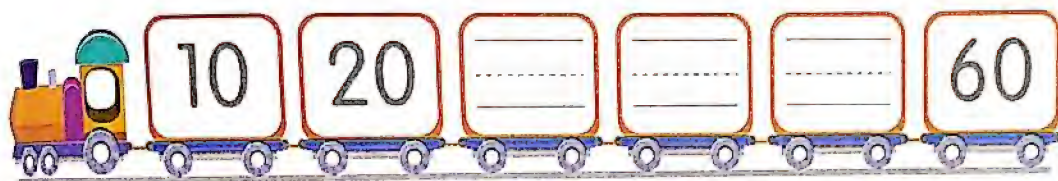
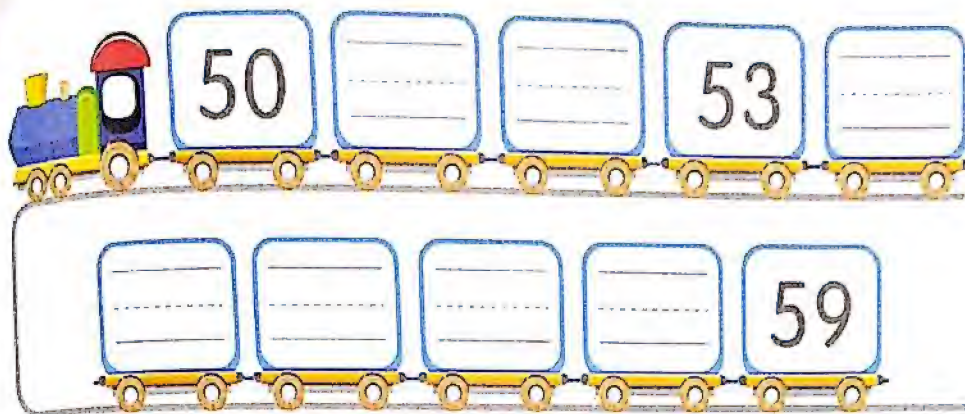
$$\begin{array}{l} 10 \square 8 = 2 \\ 7 \square 3 = 4 \\ 5 \square 5 = 10 \\ 7 \square 5 = 2 \\ 5 \square 2 = 7 \\ 1 \square 0 = 1 \end{array}$$



# Numbers from 50 to 59

Place a sticker

Complete the missing numbers.



Complete the missing numbers in the table.

8	-	3	=	
+		-		+
	+		=	2
=		=		=
9	-		=	

Notes for parents : Help your child to count by ones and by tens from 1 to 59.

# Lesson

# 56

## Numbers from 60 to 69

Place  
a sticker

Join the numbers in order.

60 • 65

63 •

• 62

61 •

64 •

Complete the missing numbers.

0	1			4				8	
	11					16			19
20					25				
							37		39
40		42							
				54		56			
60		62							69



# Lessons 57-60

- Writing numbers from 70 to 100
- Addition and subtraction within 20



## Outcomes

Students will :

- Read and write numbers 70 - 100.
- Solve subtraction problems within 20.

- Solve addition problems within 20.

## Key vocabulary

- Add

- Equal sign

- Subtract



70 71 72 73 74  
75 76 77 78 79



Trace the numbers from 70 to 79.

Tracing practice lines for numbers 70 through 79. The numbers are faintly visible on the lines for tracing.



What the student has learned at school :

The student read and wrote numbers 70 - 100.



Write the numbers from 70 to 79.

Blank writing lines for practicing writing the numbers 70 through 79.

**Activities at home :**

Give your child some objects (cubes-candies-beans...) their number from 70 to 100 and ask him/her to count them and write the number.



80 81 82 83 84  
85 86 87 88 89



Trace the numbers from 80 to 89.

80 81 82 83  
84 85 86 87  
88 89



Write the numbers from 80 to 89.

Handwriting practice lines for writing the numbers 80 to 89.

90 91 92 93 94 95

96 97 98 99 100



Trace the numbers from 90 to 100.

90 91 92 93  
94 95 96 97  
98 99 100



Write the numbers from 90 to 100.

Blank handwriting lines for practicing writing the numbers from 90 to 100.



Complete the missing numbers.

1	2					8		10
11						17		19
21			25			28		20
31				36				40
	43				47			
51			54	55			59	
	62				66	67		
71		73					78	80
				85			89	
	92				96			100

$$11 + 5$$

Start from 11  
and make  
**5 forward**  
jumps, you will  
reach 16

$$11 + 5 = 16$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

$$20 - 2$$

Start from 20  
and make  
**2 backward**  
jumps, you will  
reach 18

$$20 - 2 = 18$$



Use the number chart to find the results.

$$13 + 4 =$$

$$18 - 8 =$$

$$8 + 8 =$$

$$12 - 4 =$$

$$12 + 7 =$$

$$13 - 6 =$$

$$15 + 3 =$$

$$20 - 5 =$$

Notes for  
parents

What the student has  
learned at school :

The student used  
the number chart  
to add and subtract  
within 20.

Activities at home :

Ask your child to  
tell you the sum  
and the difference  
between two  
numbers using the  
number chart.



$9 - 5$

13

$6 + 1$

$18 - 1$

9

$13 + 4$

$16 - 3$

7

$3 + 16$

$20 - 15$

5

$4 + 0$

$11 - 2$

17

$7 + 4$

$10 - 3$

4

$8 + 5$

$17 - 6$

19

$5 + 4$

$20 - 1$

11

$3 + 2$



- Writing numbers from 70 to 79
- Adding within 20

Place  
a sticker

Complete the missing numbers.



Find the sum using the number chart.

$5 + 7 = \underline{\hspace{2cm}}$

$12 + 3 = \underline{\hspace{2cm}}$

$19 + 1 = \underline{\hspace{2cm}}$

$10 + 10 = \underline{\hspace{2cm}}$

$18 + 2 = \underline{\hspace{2cm}}$

$9 + 5 = \underline{\hspace{2cm}}$

$7 + 3 = \underline{\hspace{2cm}}$

$10 + 7 = \underline{\hspace{2cm}}$

$11 + 2 = \underline{\hspace{2cm}}$

$13 + 5 = \underline{\hspace{2cm}}$

$7 + 11 = \underline{\hspace{2cm}}$

$8 + 3 = \underline{\hspace{2cm}}$

**Notes for parents :** Encourage your child to solve difficult addition problems like  $53 + 5$  using the number chart.



- Subtracting within 20
- Making a time schedule

Place a sticker

Subtract using the number chart.

$13 - 5 =$

$12 - 4 =$

$20 - 7 =$

$16 - 6 =$

$11 - 10 =$

$14 - 3 =$













$5 - 5 =$

$17 - 5 =$

$20 - 4 =$

Draw the clock hands to plan your day.

### Time schedule

	Wake up 		Go to school 
	Eat lunch 		Go home 
	Eat dinner 		Go to bed 

**Notes for parents :** Create a sample schedule for your child and help your child to add times to this schedule to plan his/her day.

# Cup counters game

Place a sticker

Cup counters.

Total number

10



outside

inside

10

0



outside

inside



outside

inside



outside

inside



outside

inside



outside

inside

Cup counters

Total number 10

Outside

Inside

10

0

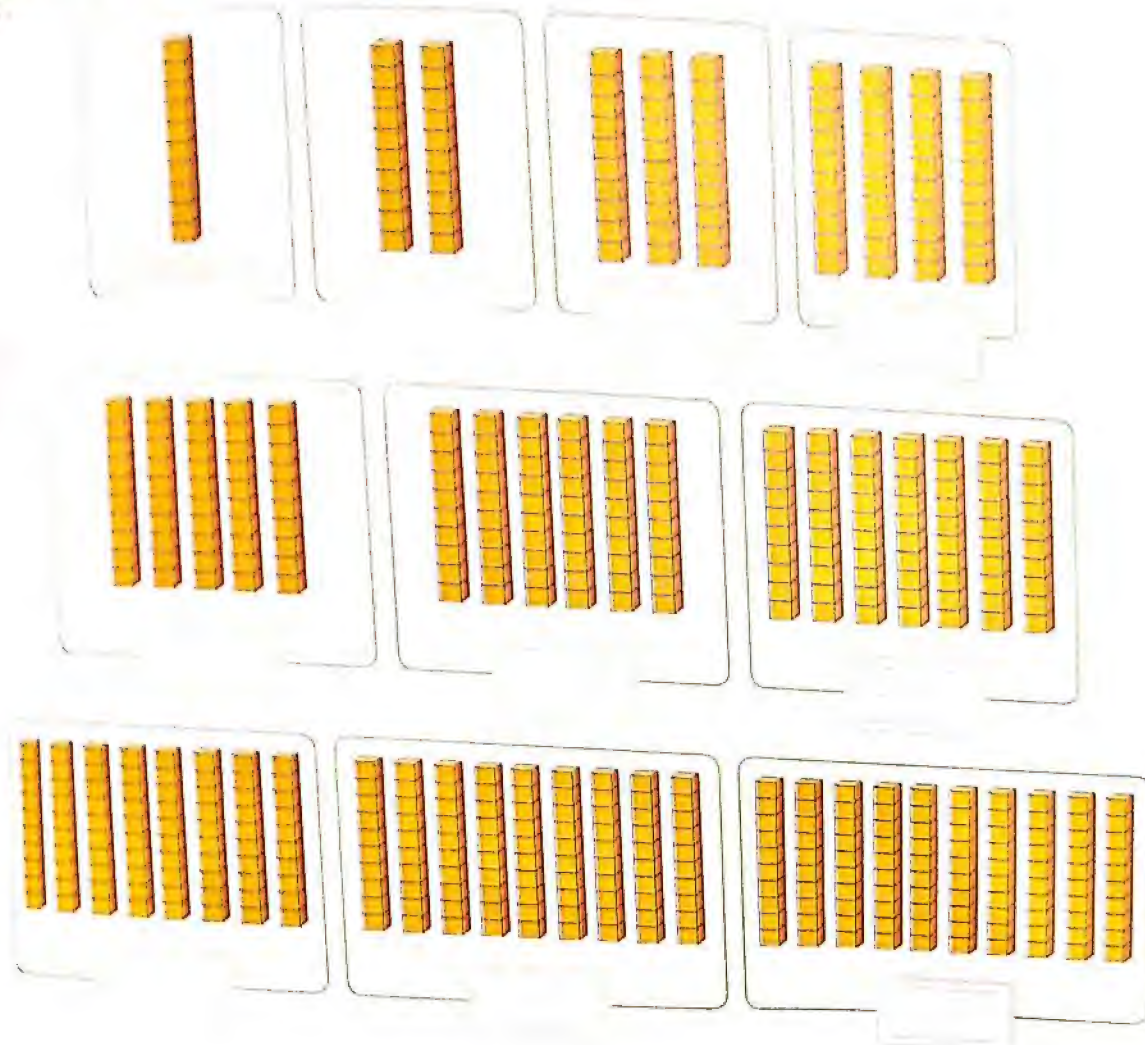
**Notes for parents :** Bring 12 colored marbles "or any other number" and a cup of glass, then put some of them inside the cup and the other outside it and ask your child to count the two groups, then fill the result in the table.



# Numbers up to 100

Place  
a sticker

Count, then write the number.



Count by 10.



Notes for parents : Explain for your child that 100 is a 3-digit number, it is the same as 10 tens.

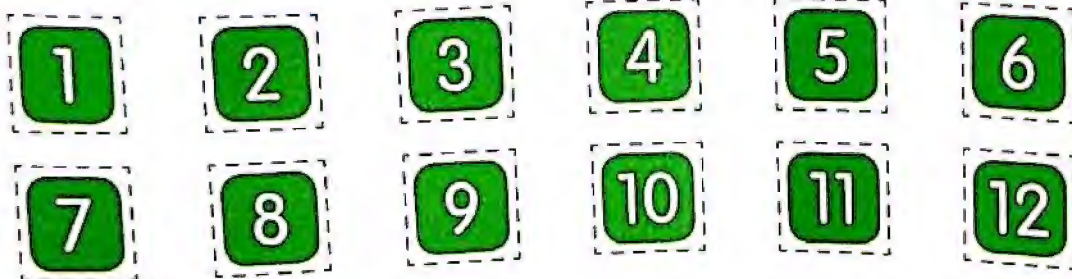
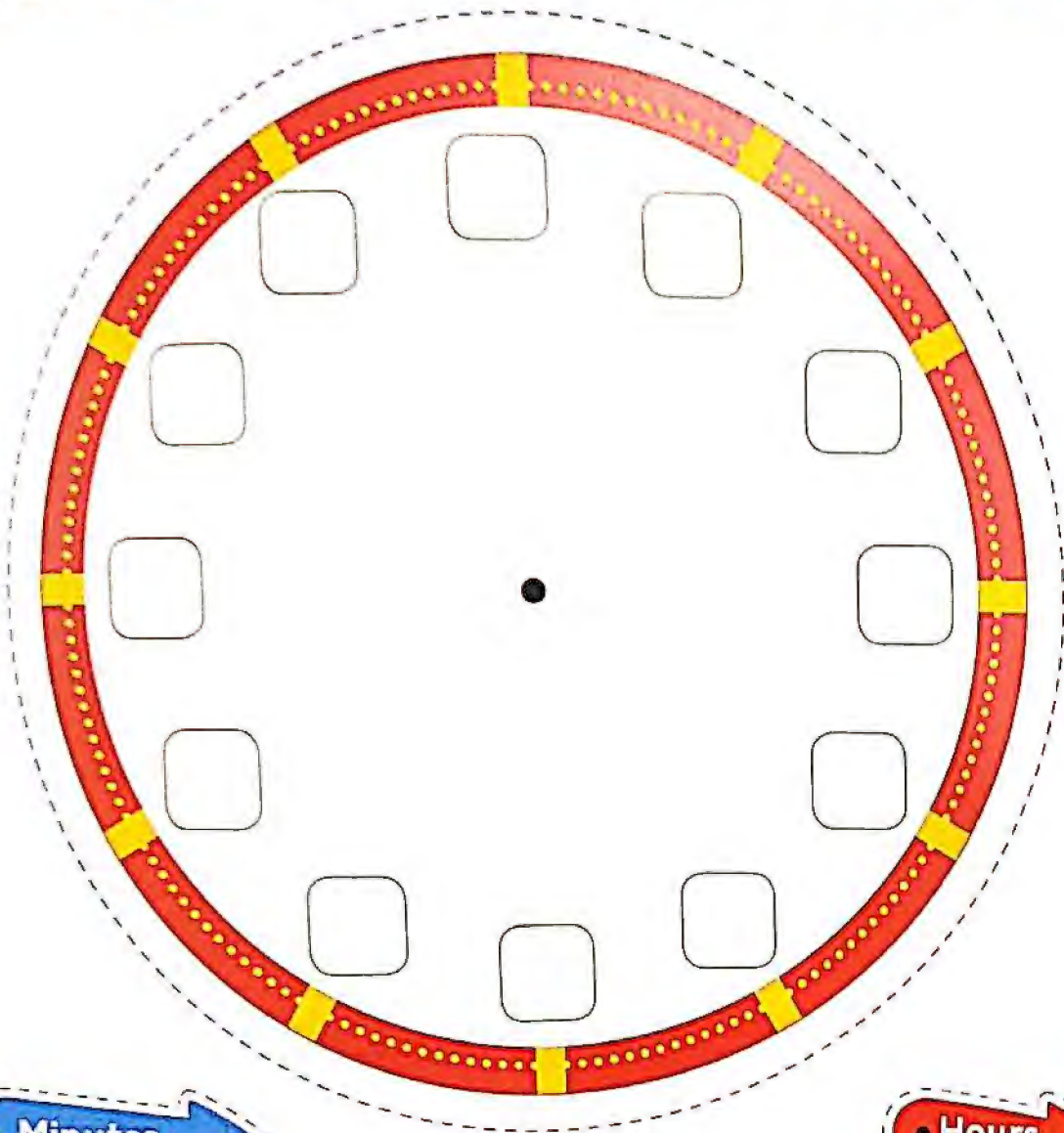


Connect the dots from 1 to 70, then color the picture according to the small one.





# Make Your Own Clock



## Directions :

- Cut the clock face, the two hands and the number cards from 1 to 12.
- Stick the numbers on the clock face by glue.
- Pin the hands in the middle of the clock face to get your own clock.

This chart lists all the outcomes of this chapter.  
Once your child has learned each outcome, stick a star in the correct box below.

## Outcome

## Star

Analyzing number patterns in the hundred chart

Counting by ones up to 100

Applying strategies to add and subtract within 10

Telling time to the hour on an analog clock

Comparing objects in a set to identify one that does not belong

Reading and writing numbers from 41 to 49

Participating in calendar math activities

Reading and writing time to the hour on analog and digital clocks

Reading and writing numbers from 50 to 69

Counting by ones and tens up to 60

Solving subtraction problems to create fact families

Reading and writing numbers from 70 to 100

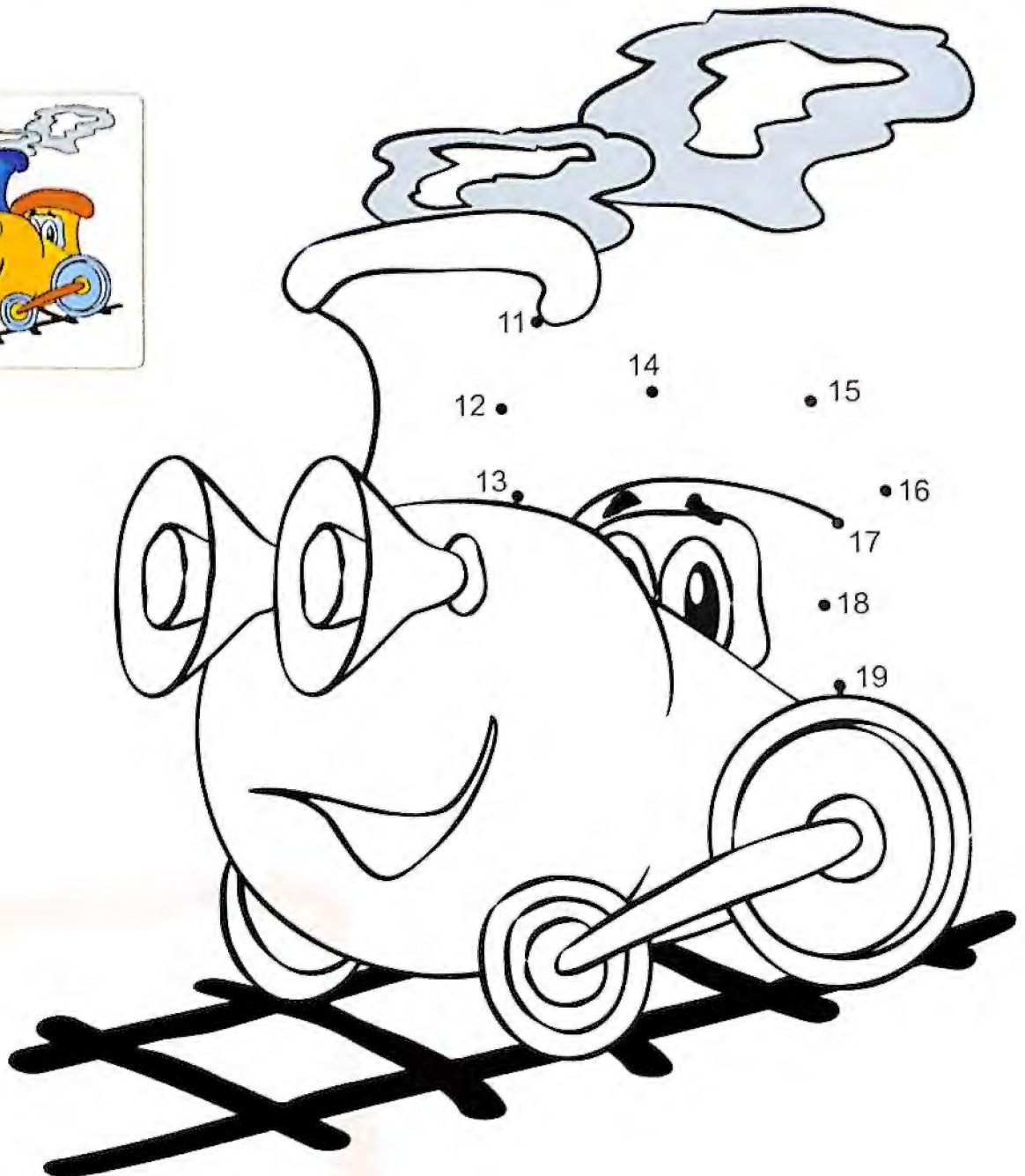
Solving addition and subtraction problems within 20



# Dot-to-Dot



Connect the dots from 11 to 19 Then color the picture.





# Find the differences

Find 10 differences.

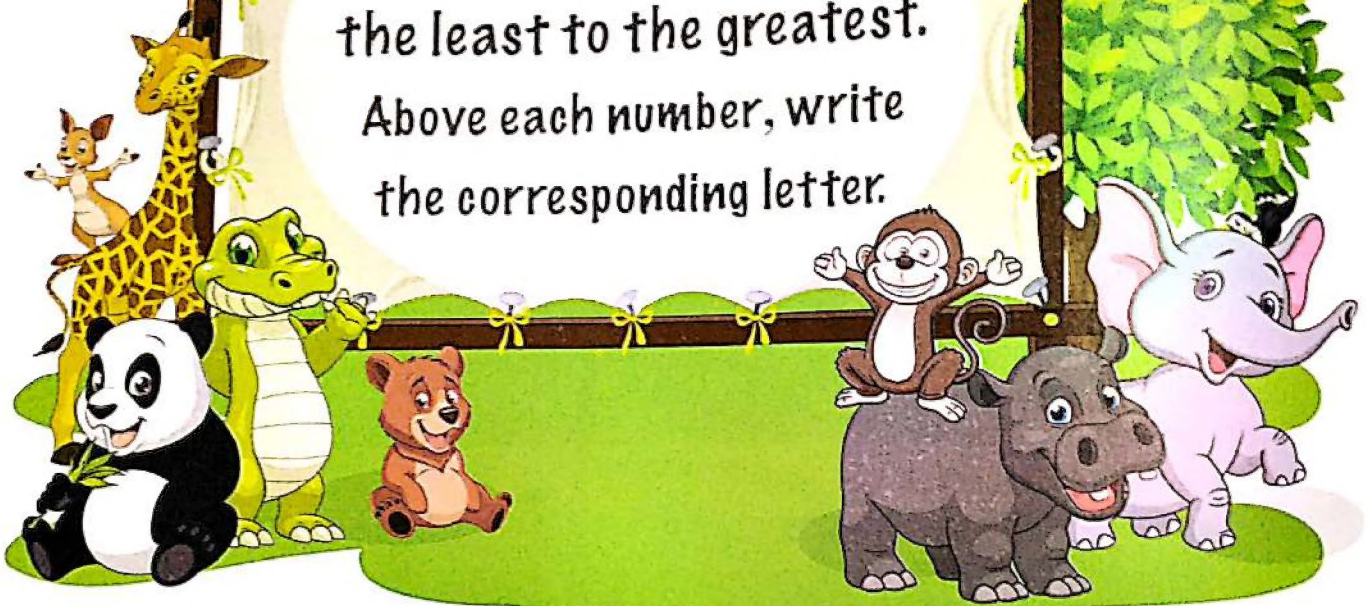




# Secret word



Write the numbers from  
the least to the greatest.  
Above each number, write  
the corresponding letter.



19	13	9	11	17	16
Y	N	M	O	E	K

				E	
				17	

What is the name of the animal that you found ?

# coloring picture



Add or subtract, then color according the code.

GREEN

$15 + 3 =$

BLUE

$17 - 2 =$

RED

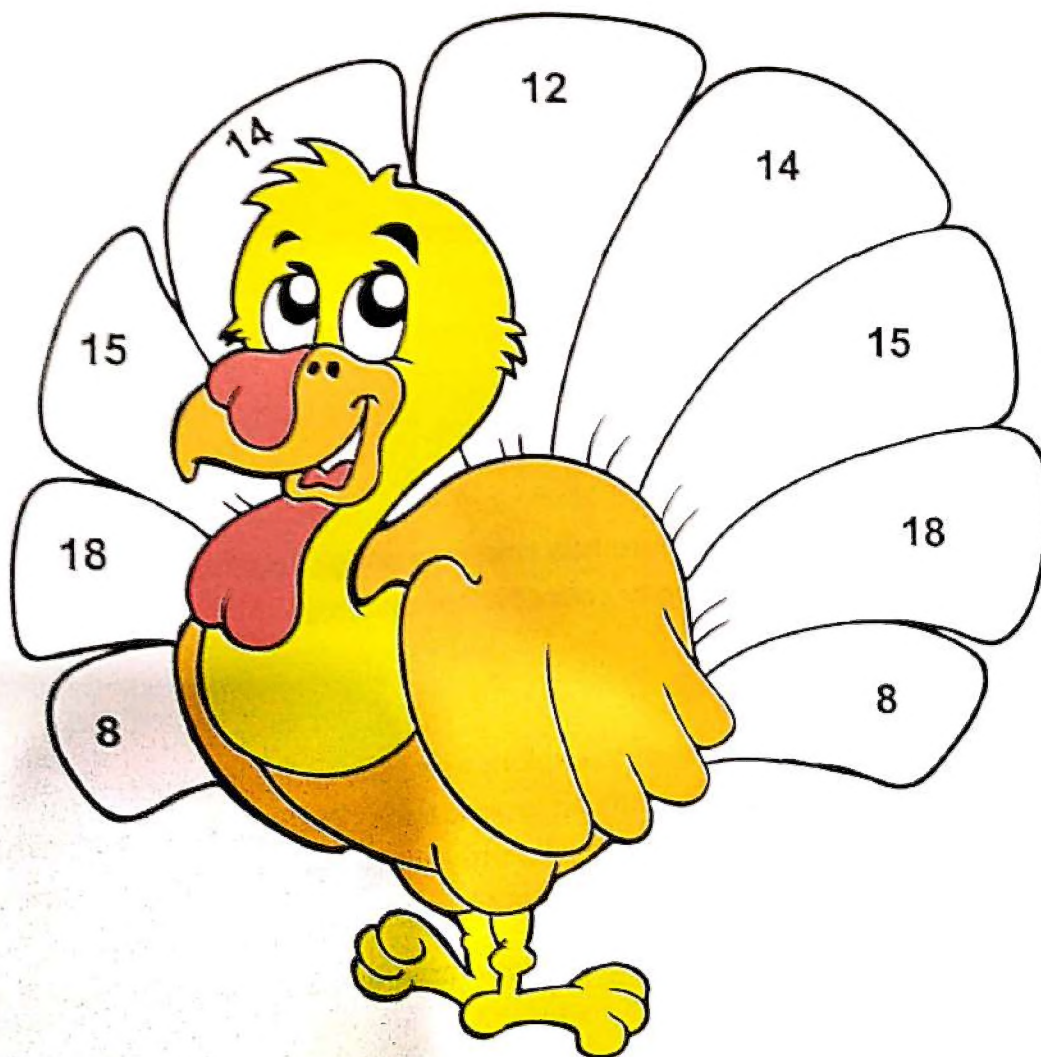
$10 + 2 =$

YELLOW

$14 - 6 =$

PURPLE

$7 + 7 =$





# Activities to share



play  
& learn



## Dear parents...

- Continue helping your child learn even after every chapter is finished.
- Challenge your child by finding real-life applications of the lessons of every chapter.
- This will reinforce what he/she has learned.
- The possibilities are endless, but here are a few ideas to get you start :

### • Counting

Count everything! Count toys, pencils, and items of clothing. Help your child count by pointing to and moving the objects as you say each number out aloud. Count forwards and backwards from different starting places.

### • Art starts

Encourage your child to learn through art. Remember that the act of creating is more important than the final artwork. Children enjoy using paper and crayons, but you can also offer unusual art materials such as clipboard paper, towel tubes and yarn.

### • Numbers in songs

Sing counting songs. Every culture has counting songs, such as "Ten Little Monkeys", which make learning to count fun for children.

### • Play games

Games give children opportunities to explore number concepts, such as the counting sequence, and one-to-one correspondence. Taking part in mathematical games can also encourage children to explore number combinations, place value, patterns, and other important mathematical concepts.

Take part with your child in games that involve counting like "snakes and ladders" and "dice games".